

POLICY DOCUMENT

ACHIEVING EXCELLENCE



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Relationship Management Policy

Responses to Student Behaviour

As a Rights Respecting School, Horndean Technology College (HTC) firmly believes that the rights of the child are paramount and that the creation of positive relationships where respect, tolerance and empathy are predominant is fundamental to the establishment of a caring environment where the needs of all are met.

Article 28: All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Praise and Rewards

We should develop a culture in which praise and reward is open, applied as deserved and success is seen as the norm to be striven for. This policy is based upon the following principles:

Classroom practice should actively facilitate the giving and receiving of praise and reward, recognising that there needs to be opportunities for public and private acceptance of such, to suit individual needs.

- The policy must be applied in a consistent way if it is to be effective. All staff will be issued with regularly updated 'Relationship Management Guidance Documents'.
- Students respond very positively to positive feedback; this applies equally to their work, their attitudes and their behaviour. Praise is a great motivator; rewards, soundly applied, are good extrinsic motivators.
- For each sanction or admonishment there ought to be at least twice the amount of praise happening. Teachers are required to create a positive, happy environment in their classrooms for students to live and learn in.
- We ought to reward students who behave in an 'acceptable way' each lesson. The merit system facilitates this by awarding a merit each lesson to all students who meet 'normal' classroom expectations and by providing the opportunity to award more than one where deserved.
- Praise and reward raises self esteem. Students who feel good about themselves learn well.
- Verbal acknowledgement of all sorts should be commonplace: "Thank you", "Well done" etc must be frequently heard student to student, student to adult, adult to student. We should flood the 'market' with praise and reward.
- Departments and all staff must reward and praise where appropriate in line with the College Policy.
- Department meetings should make a habit of listing Cause for Concern and excelling students.
- Each Department is encouraged to offer rewards which complement the College merit system. This seeks to actively encourage students to excel and put effort into those areas.

While Departments may run individual reward systems, these will be additions to the following whole College structures to be followed.

The **Whole College Rewards (Merits) System** works well for students and must be applied consistently. Merits are awarded for:

- Academic progress/Attainment
- Achievement
- Effort
- Commitment
- Improvement
- Progress

<p>All students should be awarded 1 Merit each lesson unless their level of behaviour/effort/ achievement falls below 'acceptable levels'. 2 merits can be awarded if deserved</p>

The Merit System

All Years

- The focus is on Tutor Group accumulation of merits to gain possession of the **Year Group mascot** and on House totals for which a trophy is award on a half termly basis.
- Individual students will be awarded postcards as they reach the required numbers to qualify.
- Tutor Group totals will be published weekly and will be given a higher profile by Tutors and through assemblies.

Years 7, 8, 9 and 10

- In addition, the top 25 students with the highest number of merits will be rewarded with light refreshments and a **leisure afternoon** (e.g. Video) to take place each Half Term.
- House Merit Badges, Special Award Badges and Certificates will be awarded in assemblies for public recognition of success.
- Students reaching a specified number of merits within a term may be entered into a lottery with vouchers as prizes.
- There should be regular celebrations of success in the Tutor Room, Newsletters, Network and in Assemblies.
- Formal Awards events are an integral part of the College's calendar.
- Autumn Term: Previous year's Year 11 certificate presentation evening.
- Autumn Term: Presentation Evening for previous year's Year 7-10 students. Presentation of certificates and awards. Formal evening including examples of high quality work in Departments and displays of work.
- Students should "feel good" about themselves and their College. This will be enhanced by better exposure to the press of our achievements, both individually and collectively. All staff and students are asked to take every opportunity to talk well about our students whilst in the wider community.

To Further Encourage Positive Behaviour

Behaviour for Learning Pyramids – Will be displayed in all teaching rooms showing how their achievements will be rewarded (see Appendix 7).

Corridor Displays – All Departments identify students on at least a half-termly basis, who have made significant achievements in their Department. The students' photographs are printed and along with citation, are displayed on a notice board dedicated to student achievement

Meeting with the Headteacher – Total merits for each term are collated and top two students from each Year Group meet with Headteacher to be congratulated, presented with a certificate and to talk about their success. Photo taken for display.

Positive Referrals

Staff will use their judgement to award Positive referrals for particular success to all year groups, five merits are awarded for receipt of a positive referral.

Presentation Afternoon

All departments are asked to nominate a student and reserves from each teaching group in all year groups for the department award. Students with one to three subject nominations are will have their achievements recognised on Presentation Afternoons. Certificates, tutor awards and other presentations will be made on this afternoon which is designed to celebrate the end of year successes of the Year group.

Presentation Evening

Those students with more than three subject nominations are categorised as 'Super Students' and their achievements are recognised on Presentation Evening. Parents and special guests are invited to this formal celebration of success and a wider range of achievements are recognised including the Parent Forum shield, Special Subject trophies and Excellent and Outstanding Achievement awards.

The House System

House merit totals will be announced each Half Term in House Assemblies. The ribbons of the winning house colour will be displayed on the cup for the following Half Term and the cup will be engraved with the name of the winning house in each year. House values badges will be awarded in response to nominations made by staff and students each Half Term.

The Teaching and Learning Environment

Research (Goleman, Gilbert) tells us that Teachers who focus on creating safe and happy learning environments establish positive relationships with their students. The following advice is designed to assist Teachers to accomplish that:

Teacher expectations/responsibilities at the start of lessons

- SMILE.
- Be on time to your lesson – it is unacceptable to be late.
- Meet students outside the door (monitor corridor behaviour as you do so).
- Have your lesson outcomes and starter activities ready so that students are straight into learning. (Remember to identify citizenship objectives alongside those of your subject).
- Ensure that students know how to come in, sit where directed (see seating plans), get their equipment out, put their planners on the desk and start the lesson on time.
- Get students into learning quickly and then pick up other issues with individuals where appropriate, thus making the learning the priority. Try to avoid conflict situations. Lesson starts should be 'pacy' and in line with high impact teaching and learning objectives.
- Take the register (learning need not be delayed whilst this happens). Challenge and sanction lateness.
- Encourage all students to participate using 'wait time (11 seconds)' in question and answer sessions.

Teacher expectations/responsibilities at the end of lessons

- Students must be dismissed two minutes before the end of the lesson so that they can get to the start of the next lesson on time.
- If you need to speak to a student, do so either;
 - (i) in the lesson
 - (ii) in the last five minutes
 - (iii) at another mutually convenient time
- Do not run into the start of the next lesson.
- Inform students that you will be awarding merits during the plenary – try to make this a regular feature of the end of lessons.

Other responsibilities for staff

- Make your classroom a welcoming, learning environment which values students' work and respects all those who use it. Consider how you sell your Department and the overall ethos of the College.
- As a general rule students should not be allowed out of lessons. However, there are some occasions where students will need to be allowed out. Where this is necessary only allow one student out of your classroom at time and only in emergencies (unless for a pre-arranged reason e.g. research in the library). All staff should use corridor passes in the student planner. Students holding a purple medical card should be allowed out of the classroom as required.

- All teachers should actively draw attention to and use the Standard Operating Procedures agreed by all staff for each lesson, thereby upholding consistency of practice and high expectations.
- On-call staff must cruise the site to seek out 'hotspots' where students congregate or try to evade lessons and support classes where previous information has been supplied. Your role should be to encourage good practice and reinforce, encourage, and enjoy good teaching and learning for all. On-call should be seen as a very positive and privileged role in developing good learning habits, not just as part of the sanctions of the College.
- All staff to monitor the areas outside their teaching base, moving students onto lessons and encouraging positive relationships with students.
- Subject Leaders and Year Leaders to monitor attendance at lessons.

Of course in the spirit of the policy we expect students to also contribute to the construction of a positive learning environment.

Student expectations/responsibilities in lessons

- SMILE.
- You must arrive on time – it is unacceptable to be late.
- Greet staff positively and politely.
- Enter the classroom quietly and in an orderly fashion.
- Sit where you are directed by staff and according to the seating plan for that lesson.
- Get out your equipment (you must have all the appropriate equipment for the lesson concerned out).
- You must have a bag of an appropriate size for your work – not a small handbag.
- Begin the activity set out on the board.
- Listen for instructions.
- You must take out your planner at the beginning of every lesson.

Transforming Conflict through Restorative Justice

Restorative Justice stresses the importance of relationships over and above rules. It seeks at all times to restore the relationships between people when these have been damaged by inappropriate or offending behaviour. This has profound implications for our community where young people are learning to be effective and reflective citizens.

Restorative Justice is used at HTC to repair undisputed harm. Other issues can also be dealt with restoratively, and these may involve conflict where there is no 'guilty party' or when both sides are blaming the other. Mediation is often an appropriate response to such situations, where neutral facilitators enable those in conflict to listen to each other and find a mutually acceptable way forward. Students returning to lessons from which they have been 'on-called' or from situations where there has been conflict with staff leading to isolation, will experience Restorative Justice with that member of staff prior to return to the class.

Although facilitators are usually staff, we also have Peer Mentors. These are a group of Year 10 and 11 students who have been trained to mediate amongst their peers and deal with conflicts that arise.

It is important that Restorative Justice is seen not simply as a response to extreme behavior but that the principles are in place in all situations within our community. Justice is a very important issue for students and they appreciate it if the rules by which they are expected to live and work in the College community also apply to adults.

All staff have been trained in Restorative Skills which include:

- Active listening.
- Non-violent communication.
- Anger management.
- Conflict transformation skills.
- Dealing with difficult situations.
- Restorative de-briefing and reflective practice.

Restorative Justice is predicated on the notion that damage has been done to relationships by inappropriate behaviour and that prior to an incident there were relationships that have subsequently been damaged. This may not have been the case. In a school community relationships and community need to be actively developed and not taken for granted. This requires a set of Relational skills and can be nurtured with certain relational processes.

The skills include:

- Active Listening.
- Self-awareness.
- Emotional literacy.
- Building rapport.
- Patience.
- Objectivity.
- Developing and maintaining self-esteem.
- Appreciating difference.
- Inclusive practices.
- Expressing feelings and needs.

Some of the other aspects where Restorative Justice processes and systems have been used, which also develop the Active Citizenship skills of the whole community, include:

- Circle Time for Students (for developing self-esteem, communication skills and a spirit of co-operation).
- College Council.
- Peer Mentors.
- No-Blame Approach to Bullying.
- A Whole College Relationship Management Policy (as opposed to a 'Behaviour Management' Policy that tends to focus on young people's behaviour).
- Restorative Justice and/or support strategies will always be offered to both staff and students where physical restraint of a student has become necessary (please refer to Physical Restraint Policy for more detail). Staff trained in Teamteach methodology are available to assist/advise.

Sanctions

Introduction

Students who disrupt the learning of others or who abuse other people or their property should know that these are unacceptable behaviours. They should know that such actions will result in clear expressions of our disapproval.

We need to be aware, however, that:

- Society is sending schools more challenging and emotionally damaged students.
- Many students are unaware of what 'good' behaviour entails.
- There is a need for College to overtly model examples of positive behaviour.
- Students will only value what is seen to be valuable.
- College and staff need to give effective feedback on conduct.
- Expectations need to be positive.
- There must be consistent boundaries for staff and students.
- All should invest in the establishing of relationships which are based on mutual respect and tolerance.
- Staff and students must focus on responsibilities as well as rights.

Right to Search

The Education Bill states that staff have the right to search for an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.

- College staff can search a student for any item banned under the College rules, if the student agrees.
- Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- College staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to College discipline.

Right to Confiscate

The Education Bill states that staff have the right to confiscate, retain or dispose of a student's property as a punishment and are protected from liability for damage to or loss of any confiscated items. It is for the Teacher to decide when and if to return a confiscated item. Valuable items, including mobile phones, will be stored in a secure safe with Student Support Services. Repeated confiscation may lead to items being held until they are collected by a parent only. Weapons, illegal substances or stolen items will always be handed over to the Police.

Risk Assessments

HTC will conduct risk assessments, if identified as appropriate, for students demonstrating dangerous, problematic or sexual behaviours (this could include inappropriate touching, distributing indecent images etc). Where necessary, a report to Children's Services will be made and 1:1 support offered.

Sanctions (suitable strategies for dealing with poor classroom behaviour)

1. Admonishing a student is a powerful tool. It is often the only necessary action following a misdemeanour. A telling-off should always be followed by an agreement of what appropriate good behaviour should have been.

2. The restriction of a student's time, or the freedom to use that time in her/his own way is effective. There are a number of ways in which this may be used as a sanction:
- a) "Work in or for the Community" - tidying a room or a cupboard, picking up litter or repairing some form of damage.
 - b) "Extra Work" - doing more of something (**should not always be in the written form**). It can be reading, drawing, listening, watching etc.
 - c) "Repeat Work". This should be used where a piece of work is below the level of which the student is capable.

Detention Advice

In extreme cases of misbehaviour, a student may be given a Subject Leader detention.

Please be aware of the following advice:

The Education Bill states that schools are no longer required to provide 24 hours notice of detentions to parents. We will continue to follow the procedures as set out in this policy regarding detentions, with advance notice given to parents in the majority of cases and same day detentions set according to the flowchart shown in Appendix 2 as appropriate.

The Education Act 1997 S.5 makes it clear that detention is a legal sanction provided that certain procedures and conditions are fulfilled.

If the procedures and conditions are observed a student aged up to 18 may be detained at the end of a College session.

A session is a morning or an afternoon in the majority of schools, but can be a day if a school operates a continental day. Though it is unlikely that an 18 year old would be detained, such a detention could be problematic.

The conditions are:

- The school disciplinary (conduct) policy must make it clear that detention will be used as a sanction in appropriate circumstances. All parents including new and late entry students' parents must be aware of the policy.
- Detention must be given by the Headteacher or any Teacher given authority by the Headteacher.

Authority is delegated to all Teachers. It is imperative that the Teachers are aware of the procedures which are set out clearly in the staff handbook with standard letters.

- The detention must be reasonable in all circumstances. The definition of what is reasonable is always a bit fraught, but if a student would miss lunch or a bus or lift this is likely to be unreasonable.
- The parent must be given at least 24 hours notice in writing and the reasons for the detention, as well as the length and date on which it is to occur.

- Same Day detention may also be used as an inclusive strategy if previously discussed and agreed by the parents and parents are informed by telephone before the detention commences. This can be a useful strategy to discuss immediately problems that may have occurred throughout the day rather than leaving them until the following day.

We use our standard referral form.

- Always allow two days, where possible, between notification and carrying out the detention. The Department of Education argues that this allows the parent to make representations about the detention. It does not give a parent the right to refuse the sanction.
- Always to use one of the legally recognised methods of delivery; delivery by hand to the parents, delivery to the last registered address of the parent or by 1st class post. Student post could be very problematic in any dispute about delivery. In most cases this is an unacceptable form of delivery. The introduction of the electronic referral system has enabled most parents to be contacted in this way by email.

The punishment must be proportionate to the student's misbehaviour.

Do not give whole class detentions. In most cases there will be innocent students in the class and by that fact the sanction would be inappropriate.

Also, the retention of a class for five or more minutes after a session without notification **would** breach procedures, particularly if buses or travel arrangements are disrupted. Even a notified ten minute after-College detention could cause havoc for some of students' travels arrangements in excess of the need to make a point at that time.

A detention is effectively legal only when the official notice has been given. The only exceptions would be where health and safety issues and other very serious situations arise, where action had to be taken on an ad hoc basis.

Senior staff will hold regular after College detentions for punctuality issues. Students may also be placed on Punctuality Report.

Consideration must also be given to the students' circumstances, eg:

- Age.
- Any special educational needs.
- Any religious considerations.
- Travel problems, taxis etc.
- Child protection.

In short, if the conditions are observed both in spirit and letter a parent cannot take legal action for false imprisonment against the College.

Detentions must always be supervised by a member of staff.

All cases where parents refuse to co-operate with detentions must then be referred to the Subject Leader or Year Leader as appropriate.

Conduct Off College Site

We have the duty and the right to take disciplinary action in respect of conduct that affects the College's reputation or the welfare of a member of the College community whether or not the student involved is on the College premises or in the care of the College at the time. Misconduct by students outside of College hours and premises may therefore be sanctioned by the College.

Other Sanctions

Being "**on report**" is a way of keeping a student's behaviour or performance under close scrutiny. It is important that, comments are positive where appropriate and relate to the specific focus for that student.

- **Subject Report** - Colleagues within a subject area can require a student to follow certain guidelines and a written record is kept. (Instigated by Subject Leader).
- **Form Tutor Report** - Form Tutors may instigate a report to monitor specific aspects of behaviour or performance.
- **Year Leader Report** - Green = Attendance/Punctuality Report, Yellow = Specific Target Report (STR), Red = Significant Problems, Orange = same day detention.
- **Attendance and Punctuality Reports** may also be used.

Year Leaders will use staffroom notice board to inform staff of students in their Year who are on report.

Withdrawal Cards

Year Leaders and/or Inclusion staff have the authority to issue either Red Anger Management Cards or Blue Self-withdrawal cards. Students will be instructed in their correct use and the card can be withdrawn at any time for inappropriate use. Students who have cards will be displayed on the relevant Year notice board in the staff-room. Discussion between relevant staff will usually take place to agree that this is the correct strategy for a particular child prior to issue.

Restorative Justice Meetings

Year Leaders will facilitate or lead Restorative Justice meetings in any situation where mediation between students or students and staff is deemed to be helpful. The opportunity for a Restorative Justice meeting will always be sought following a student's return to lessons from Isolation.

Mentor referrals

Year Leaders, with or in response to tutors/other relevant staff may refer a student for a learning, peer or RAP mentor, according to the nature of support deemed appropriate for the individual student. The Year Leader will then keep an overview of the impact of this strategy.

Risk Assessments

These may be undertaken for a number of reasons (including behaviour) and should result in an action plan which would be implemented and monitored by the Year Leader.

Inclusion Strategies overview

Every attempt will be made to employ appropriate methods to enable a student to amend or improve their behaviour, to respond to support and to move forward in a positive manner. Where poor behaviours or non-compliance are repeated, a Year Leader will initiate an overview of strategies being employed for a student in addition to these being recorded on the SIMs system. The overview will record the relative success of different strategies in order that the plan for each child is individualised and provides a greater chance of success.

Inclusion room

Students may be removed to the inclusion room by On Call staff for assessment of whether being isolated for a short period of time is necessary or if support in anger management or other support strategies are required according to circumstances and context (see Appendix 2). The main function of the inclusion room is to support students on a pre-arranged basis with emotional literacy, counselling, anger-management or self-esteem issues. There is also a student self-referral system in place with attendant guidance on use. Members of the Leadership Team may make immediate referral to the Isolation Room by using the 'Isolation Request Form' (Appendix 3).

Isolation room

Students who have been removed from a Department on call room but continue to misbehave may be placed in the Isolation room. A same day detention, where parent contact has been possible, will follow as a result of on call in this manner.

In addition, Leadership Team Line Managers, with the agreement of the Isolation Manager, may place a student in the Isolation Room for a full day on a pre-arranged basis. This strategy will be used for serious misdemeanours and is considered to be an effective alternative to exclusion.

After College provision

In more exceptional cases of repeated poor behaviours or non-compliance, the inclusion strategy of 2-4 provision may be employed, subject to staff availability. This will often take place as part of a re-admission agreement and will be for a prescribed period of time, following which integration into a regular timetable will usually take place. The student will be set appropriate work to their courses and will be supervised in undertaking it.

Further detail about the process for on call action and referral to inclusion and isolation facilities are available in Appendix 2.

Exclusion is a sanction available only through the Headteacher or her Deputies. These will usually be applied after discussion with Year Leader and associated Leadership Team member. Staff should never say to a student that "this behaviour means that you will be excluded" – leave it to the discretion of those who must make the decision. Updated Department of Education Guidance states that Headteachers can exclude students who make false claims and should report them to the Police if they believe a criminal offence has been committed. Should students make false claims against staff the College will consider these measures. Exclusion will always be followed by a re-admission interview led by senior staff, in which clear and achievable targets will be agreed between staff, student and parent.

- **Fixed Term:** up to 45 days in a year. Each time a student attracts 16+ days per term, the Governors' Disciplinary Committee is convened. The County Inclusions Officer will be contacted and involved in situations where repeated exclusions begin to occur.
- **Permanent:** When all other sanctions, interventions and support have failed or for a very serious 'one-off' event.

Please note that Parents have the right to request a meeting of the Governors' Discipline Committee if their child is excluded for more than five days in one term.

Breaking the Law

The College reserves the right to apply appropriate sanctions, including exclusion, in any case in which a student breaks one or more laws.

In summary....

All Staff should:

- Praise often.
- Use the merit system consistently.
- Use Department award systems.
- Celebrate student success in form rooms, assemblies, class rooms and around the College.
- Contribute to the annual awards evening/days.
- Contribute positive information to newsletters and press releases.

All Staff should:

- Correct where appropriate.
- Deal with every incident wherever seen – **however briefly**, as appropriate.
- Contribute to the use of the full range of sanctions: verbal correction, reprimand, detentions, community service, reports, etc.
- Submit to Subject Leader's full written records of misdemeanours.
- Use the chain of referral.
- Seek to improve our policy and practice.

All students should:

- Help contribute to a culture where praise is valued.
- Celebrate success.
- Contribute positively to the College and its Community.

All students should:

- Take responsibility for their behaviour and learning.
- Respect others.
- Respect their environment.

APPENDICES

1. Behaviour for Learning Referral Process
2. Behaviour for Learning: On call, Inclusion and Isolation Process
3. Isolation Request Form
4. Isolation Room Report Card
5. Behaviour for Learning: Non-Compliance with Uniform Issues Process
6. Inclusion Strategies Overview
7. Behaviour for Learning Pyramid

Appendix 1



BEHAVIOUR FOR LEARNING REFERRAL PROCESS

MINOR INCIDENT

MAJOR INCIDENT

TEACHER ONLY INVOLVED

TEACHER AND SUBJECT LEADER INVOLVED

WHEN ON CALL INVOLVED

Electronic Referral Form completed by **Teacher**
Teacher notes details of incident and action taken i.e. reprimand, warning, detention.

Electronic Referral Form completed by **Teacher**.
Teacher notes details of incident. Sanction must be set by Teacher or Subject Leader and noted on Referral Form.

Student reintegrated into lesson or sent to Department On Call

Student taken to Inclusion Room (straight from class or from Department On Call Room). See Appendix 2

Electronic Referral Form completed by **Teacher with On Call person**, giving details of incident.

Electronic Referral Form completed by **Teacher with On Call person**, giving details of incident.

Whole form passed to SSS for email or posting home and inputting on SIMs. Email to Subject Leader and Year Leader.

Referral Form discussed with Subject Leader. Sanction set and noted on Referral Form by **Teacher or SL**.

All paperwork **passed to Year Leader** for sanction and discussion with Leadership Team if necessary.

NB The term **Teacher** refers also to LSAs and Cover Supervisors

Any subsequent intervention by Year Leader, should behaviours escalate, will be logged on SIMs as separate incident.

Outcomes recorded on SIMs by Year Leader once fully investigated and sanctions agreed.

Year Leaders and Tutors to get an overview of behaviour patterns by running reports through SIMs

Departments & Subject Staff set expectations and follow procedures as outlined in 'Behaviour for Learning Referral Process' available from R:\Support Resources\College Guides & Handbooks and work through warning, movement and referral as appropriate

Department On Call - student is removed to another classroom in the Department.
Student is sent to that classroom with work. Referral form must be completed.
Class Teacher/Department sanction as appropriate (see Appendix 1).

If ON CALLED from department On Call—**On Call to ISOLATION** – student is removed from department on call room if failing to settle/work. **Same day DT to occur** (Inclusion officer texts or phones home and confirms DT with subject staff that night. If this is not possible a detention is arranged for another time asap/next day). Referral is completed and process followed by Department staff/Subject Leader.

Severe Clause – student is removed from classroom straight to **ISOLATION** for severe breach of rules, eg aggressive/dangerous behaviour. **Same day DT to occur or further action** (Year Leader/support officer phones home and confirms DT with subject area that night)

Student does not turn up to Detention

Student turns up – restorative justice applied – student and staff moves forward.....

Student turns up – readmittance meeting/ restorative justice applied – student and staff moves forward.....

Exclusion to be followed by one day isolation if student has not complied with isolation requirements previously.

Subject Teacher phones same evening, **makes contact** and resets for next day with self. Further non-attendance results in Subject Leader DT set for **1HR**

Unable to make contact: Subject teacher sends email/note to Inclusion officer explains no show and unable to contact. Inclusion Officer phones next day or uses KKS to contact home informs of same day DT and uses existing system to pick up.

Student refuses to attend or absconds. Department Isolation arranged by Subject Leader for suitable number of lessons.

Action logged on to SIMS by Inclusion Officer/Year Leader or passed to SSS accordingly to log on to SIMS – QUICK EMAIL FEEDBACK TO SUBJECT TEACHER/DEPT

Continued poor behaviour in department isolation. Year Leader picks up and contacts parents via phone KKS/letter. Meeting arranged - **ISOLATION and/or SUPPORT followed by dept/subject teacher detention to RESTORE JUSTICE but also empower teacher**

Student refuses to attend or absconds

Action logged on to SIMS by Inclusion Officer/Year Leader or passed to SSS accordingly to log on to SIMS – QUICK EMAIL FEEDBACK TO SUBJECT TEACHER/DEPT

LTeam line manager consultation or action/support as appropriate including consideration of further support/isolation/exclusion. Discuss other support strategies/agencies. Parents brought in to College for support meeting. Referral to Inclusion Meeting and completion of Inclusion Overview document

ISOLATION REQUEST FORM

STUDENT NAME: _____ YEAR GROUP: _____

DATE: _____ FULL DAY NUMBER OF LESSONS

Request by (please circle): NS ACG MRE JXB ZJS DH JZS

Reason for isolation (please tick or add detail):

Severe and/or repeated breach of uniform rules	
Persistent refusal to follow instructions (several members of staff and/or leadership team)	
Dangerous or aggressive behaviour	
Repeated or severe verbal abuse	
Refusal to attend SL/YL hour detentions	

Other (or further detail):

CONFIRM THAT PARENTS HAVE BEEN CONTACTED (Enter initials)

Isolation request will not be granted until this has been completed

To be completed by J Skeet

Placed in D20 the following day

Placed in D20 on a subsequent day

Placed in Subject Leader/Senior Teacher room State member of staff: _____

Placed with Year Leader

Appendix 4

ISOLATION ROOM REPORT CARD



STUDENT NAME: _____ TUTOR GROUP: _____

Arrival Time: _____ Visit Number: _____ Date: _____

Reason student is in Isolation Room:

Period	Focus	Work	Equipment	Uniform	Silence	Initials
Period 1 0830-0925						
Period 2 0925-1020						
Break/Tutor 1020-1040						
Break/Tutor 1040-1100						
Period 3 1100-1155						
Period 4 or early lunch						
Period 4 or late lunch						
Period 5 1320-1410						
Period 6 1410-1505						

- Please ensure that you have recorded the student's arrival time.
- Please tick the report card to show that the student has focused on the task; completed an appropriate amount of work; has the correct equipment and uniform and has remained silent through their time in the Isolation Room.
- If the student has not met these standards, please indicate this with a cross in the appropriate column.
- Students who receive **any** crosses on their report will repeat sessions or the day in the Isolation Room – Leadership Team to decide.

*Covering Period 2 or Period 5? Please remember to get ON CALL to escort the students to the nearest toilets at 1015 and 1330 respectively. Students will not be allowed to have a toilet break at any other time.

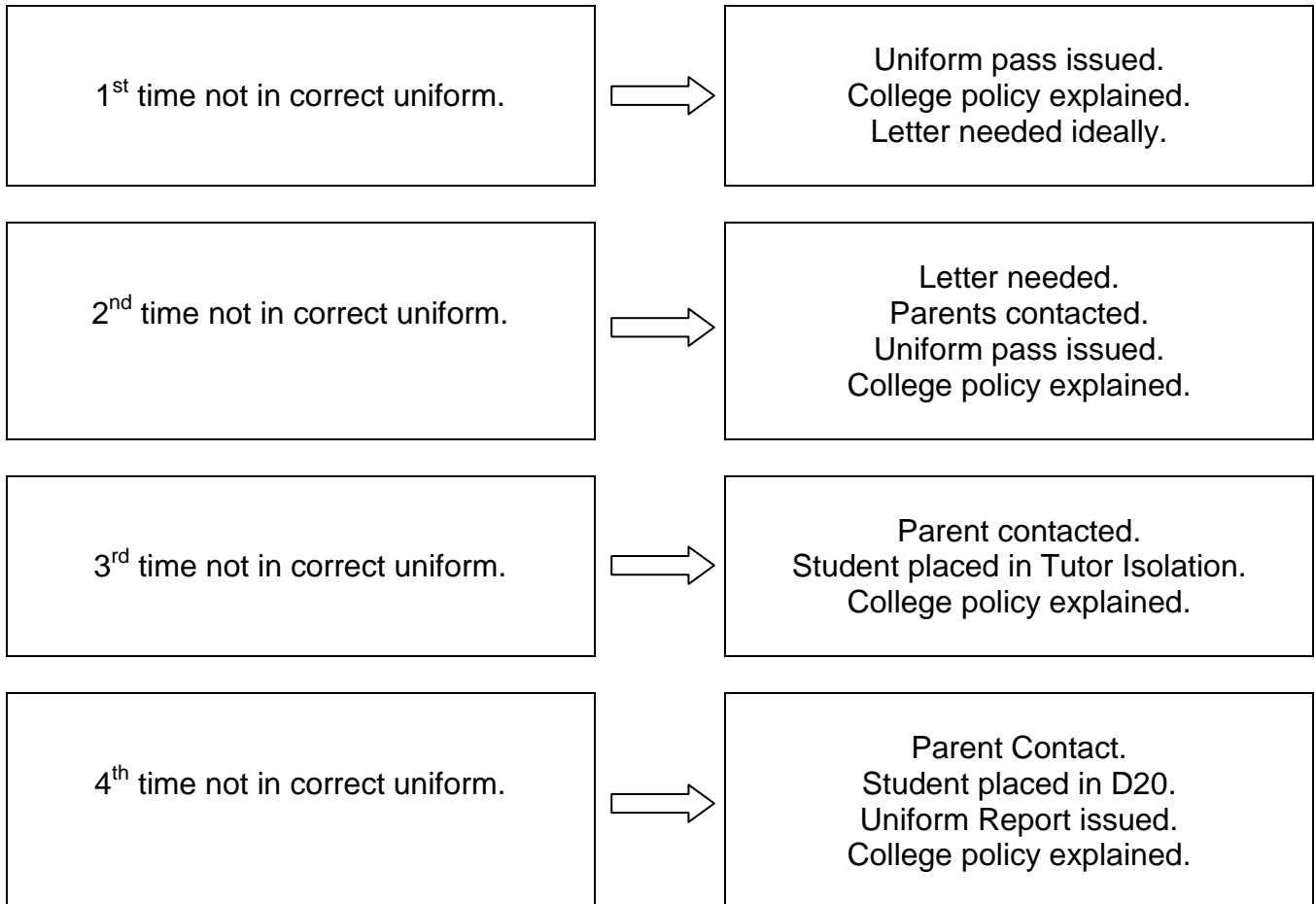
Students must not leave the Isolation Room without an escort. In case of an emergency, please use the walkie-talkie/telephone to contact Reception or ON CALL.

Upon completion: Return to lessons Repeat full day in Isolation Room

Other:

BEHAVIOUR FOR LEARNING

NON-COMPLIANCE WITH UNIFORM ISSUES PROCESS



Appendix 6

HTC INCLUSION STRATEGIES OVERVIEW

STUDENT NAME:

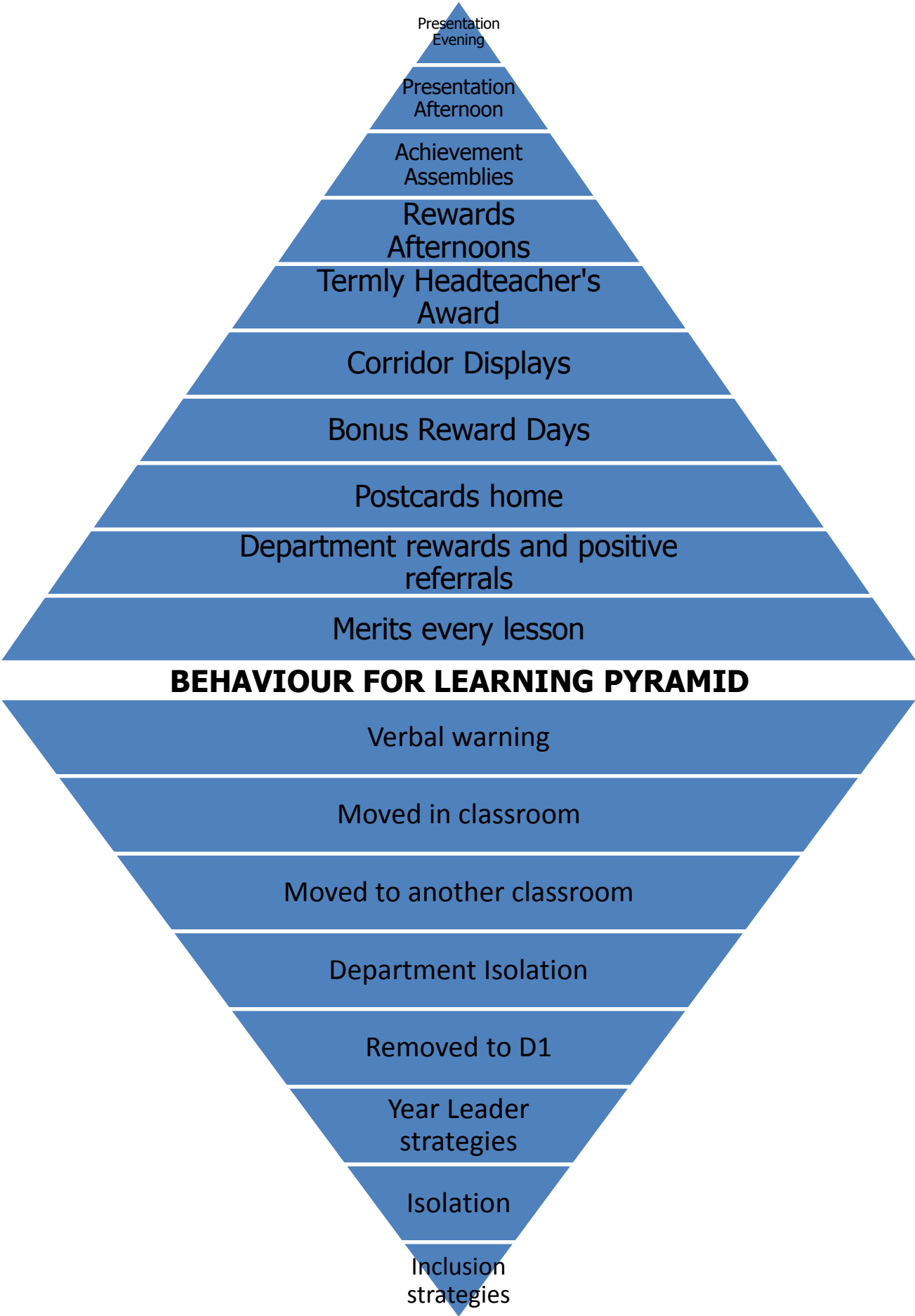
TG:

STRATEGY	YES	NO	CONSIDERED	DATE	COMMENT
PRAISE Verbal Private Verbal public Merits Positive referral Postcard/letter Certificates					
PARENTAL CONTACT Letter Phone Parent Evening Individual Parent/Teacher meeting					
SEN SEN register Education Healthcare plan (EHC) IEP/IBP Subject withdrawal with SEN support In class SEN support Wave 3 interventions					
BEHAVIOUR MANAGEMENT/SUPPORT Referrals to group/1:1 strategies SL involvement Lunch time detention After school detention On call/ Same day detention					

Red Card anger management Blue card – self withdrawal Assignment of Learning Mentor Restorative Justice meeting Peer Mentor referral					
REPORT BOOKS Attendance Progress Behaviour Homework Self-referral Same day detention					
SUPPORT REFERRAL/AGENCIES Work in inclusion room Anger/self esteem support programme Multi-agency referral Case conference referral Pastoral Support Programme Child and Family Therapy/CAMHS Parent Support Advisor EP Internal counselling External counselling Connexions Police SALT Social Services Other agency eg PRISM Youth Offending Team YISP – Youth Inclusion Support Panel					

<p>ENGAGEMENT STRATEGIES</p> <p>Internal or external provision to provide experience/engagement. For example:</p> <p>MPC (Military Preparation College)</p> <p>Releasing Potential placement</p> <p>Boys' Dance group</p> <p>Portsmouth Football Club engagement (Homework based)</p> <p>Boxing activity</p> <p>Extended services approach (Fishing, Cookery, Ceramics – any interest might be accommodated through links with the Community)</p> <p>Lunch time activities</p> <p>Work on the allotments</p> <p>Catch 22</p> <p>1:1 Art therapy</p> <p>Place to Learn online curriculum</p> <p>Arts award</p> <p>Involve in peer mentoring</p> <p>Other student voice responsibility</p>					
<p>PRE-EXCLUSION STRATEGIES</p> <p>APP</p> <p>Isolation</p> <p>Referral to Early Help Hub</p> <p>Removal from/Move classes</p> <p>Short term placement at another school</p> <p>Reduced timetable</p> <p>Contact with LA Inclusion Office/Havant Locality Team</p> <p>Woodlands referral</p>					

Managed move Home tutoring Risk Assessment					
EXCLUSION One day fixed term Longer fixed term Readmission contract					
OTHER					

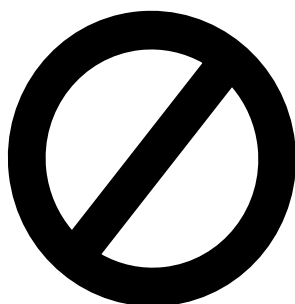


Appendix 8

College Guidance on Prohibited and Restricted Use Items

- Respect other people and their property.
- Name all your personal belongings.
- Don't chew 'gum' around the College.

Do not bring any of the following to College:



Electronic games.
Aerosol cans.
Cigarettes, alcohol or drugs.
Matches or lighters.
Knives or imitation guns.

If you do, they will be confiscated and your parents will be contacted.

Mobile Phones and iPods

We acknowledge that many parents wish their children to carry mobile phones for safety reasons. However, students are **not permitted** to use their mobile phone to make telephone calls, text or access social networking sites at any time during the College day, this includes between lessons, break and lunch. Mobile phones activated in the campus will be confiscated and handed to Student Support Services, on the first occasion students will be permitted to collect their phone at the end of the College day. Further confiscation will result in parents being asked to collect their child's phone. If your parents need to get a message to you urgently they should contact Student Support Services.

Students **are permitted** to use their telephone to make calls and text after the College day has ended.

Students **are permitted to** listen to a music device, using headphones, at break or lunch only.

**The College cannot be responsible for valuable property or money.
Please take care of your belongings!**