



**Ortu Hassenbrook Academy**

*Opportunity through learning*

# **Behaviour Policy**

## **2019/ 20 /21**

Reviewed: January 2019  
Next Review: January 2020

## Rationale

This policy sets out the broad principles that we apply when approaching behaviour issues. It has been drawn up in consultation with pupils, staff, parents and Governors, and it should be read alongside the following policies: Anti-bullying, Equal Opportunities E Safety and SEND. Together these policies describe an inclusive approach which aims to address the full range of needs of all of our pupils.

## Philosophy

High standards of behaviour are essential for effective teaching and learning and for the creation of a community in which safety and respect for the individual is paramount. Effective teaching and learning is at the core of the promotion of high standards of behaviour and the quest to develop the individual as an independent learner. Good behaviour management will encourage pupils to develop self discipline and a work ethic and, therefore, a sense of responsibility.

## Purpose

The implementation of this policy will:

- promote inclusion
- ensure children work in a supportive environment where everyone has the opportunity to learn and feel safe;
- enable children to develop learning skills and confidence through co-operation and consideration for others;
- ensure pupils, staff, parents and governors have a clear understanding of the expectations and ethos of the school with regard to behaviour both inside the school and outside whilst travelling to and from school;
- encourage children to take responsibility for their own actions, appropriate to their age and maturity;
- promote equal opportunities;
- acknowledge and promote appropriate behaviour by positive reinforcement;
- clarify roles and responsibilities of staff.

## Principles

In managing pupils' behaviour, we will apply the following principles:

- 1) We will seek to be **consistent and fair** in setting and modelling high standards, and challenging poor behaviour. We acknowledge that learning and the positive ethos within school can be disrupted by the poor behaviour of a minority of pupils and we will encourage a rigorous, consistent and fair approach by all staff. The 'four Cs' of courtesy, consideration, co-operation and common sense will underpin our expectations and apply to behaviour within and outside of the classroom. The safety and well-being of pupils and staff will, at all times, guide our actions.
- 2) We will aim for **shared ownership and clarity** in setting our expectations. This will be achieved by regularly discussing these expectations both informally and formally in lessons, tutor time and assemblies. The Gable Hall Behaviour for Learning Framework together with the Behaviour Plans for both inside and outside the classroom will be displayed in classrooms and printed in the pupilfax. Both

documents will be reviewed annually by pupils, staff and parents (see Appendix 1 and 2).

- 3) We will emphasise pupil **self-discipline and self-motivation** within an atmosphere of mutual respect and support for individuals.
- 4) We will aim for **high quality teaching and learning**. We accept that well-planned lessons that stimulate and offer appropriate challenge to pupils are often the most effective way of managing behaviour for learning in the classroom.
- 5) We will ensure that **curriculum provision** addresses the needs and interests of all pupils. We will offer choice and flexibility within a balanced curriculum so that pupils feel a sense of relevance, challenge and engagement with their work. We will develop opportunities with external partners, including work-related learning for pupils of all aptitudes and abilities. We will develop and enrich the curriculum and provide additional support to pupils.
- 6) We will **celebrate and reward** high and improving standards of attendance, work and behaviour through informal praise, formal awards, assemblies, sharing and displaying pupils' work and celebration of achievement evenings for pupils and parents.

All members of the school community are encouraged to promote this positive ethos in order to afford everyone the opportunity to realise their full potential.

## **Guidelines**

In dealing with incidents and patterns of poor behaviour, we will apply the strategies outlined below. We will:

- 1) Encourage **emotionally literate approaches to managing behaviour** amongst all staff, and offer teaching and support staff training, in both, behaviour for learning and general behaviour management.
- 2) Utilise the peer support especially via the 6<sup>th</sup> form.
- 3) Deal with each incident **individually and consistently**, bearing in mind the nature of the incident and the pattern of behaviour of each student involved following the Referral Chart.
- 4) Aim for **early diagnosis and intervention**, particularly at points of transition.
- 5) Make **systematic use of Code of Practice for Special Educational Needs (2014)** to identify needs and strategies for pupils with persistent emotional and/or behavioural difficulties and to review their progress.
- 6) Offer **alternative programmes of support** to pupils, with a strong emphasis upon building self-esteem, self-awareness, social and interpersonal skills. In addition to making our own provision, we will liaise with external agencies and ensure that pupils benefit from their support.
- 7) Ensure that **electronic systems of recording events and outcomes are used consistently**.

## **Performance Indicators**

### **Staff Associated Criteria**

- staff feel supported by the policy
- staff have a clear understanding of whole school and departmental behaviour guidelines
- staff consistently apply praise and sanction both for work and behaviour
- staff provide an appropriate curriculum and organisation which motivates pupils
- staff continue to promote effective behaviour for learning
- staff find fewer confrontational situations
- staff deal with misdemeanours at an appropriate level
- staff need to refer pupils less frequently
- staff are trained in issues related to all behavioural management situations

### **Praise, Rewards, Responsibilities and Privileges**

- the reward system is valued by everyone
- rewards and privileges are given when warranted
- everyone has the confidence to share success
- all areas of school life are included
- attendance, punctuality and achievement improves
- teachers consistently use the reward system to praise and motivate
- pupils readily seek responsibilities

### **Sanctions**

- sanctions are consistently applied
- sanctions are appropriate (firm and fair) to the misdemeanour and the individual and are dealt with at the right level
- sanctions are understood by pupils, staff and parents
- parental involvement is supportive
- there is a decrease in the number of sanctions being issued
- attendance, punctuality and achievement improves as a result of appropriate support / sanctions

### **School Environment**

- furnishings and fabric are well maintained and everyone helps to keep the environment pleasant
- there is little or no vandalism
- there is an orderly, purposeful atmosphere in and around the school
- pupils work is displayed effectively and is updated regularly
- pupils promote a positive image of themselves and the school in the community

## **Bullying, Equal Opportunities and Racist Remarks**

- everyone has a clear understanding of what is meant by bullying
- pupils recognise that being bullied is not their fault
- pupils know who to tell about bullying
- reports of bullying are acted upon immediately
- staff treat all complaints seriously, sympathetically and respectfully
- all members of the school community are treated as individuals and with respect and consideration
- the bullying and equal opportunities policies are adhered to
- pupils are happy and confident
- there are open channels for parents to communicate with the school
- staff acknowledged pupils' respectful behaviour

## **External Links**

- parents have confidence in the school
- pupils are good ambassadors for the school
- outside agencies are utilised effectively
- positive comments are shared with staff and pupils
- visitors feel welcome
- the community have confidence in the school and are supported if pupils misbehave on the way to and from school.

## **Monitoring and Evaluation**

- the implementation of the policy is monitored
- aspects of the policy are evaluated on a regular basis

The implementation of this Behaviour Policy will be monitored by Deputy Head for pupil welfare, Vice Principals for behaviour, Heads of Year and Pastoral Managers through the behaviour log, behaviour summary, TAC meetings and dialogue with Form teachers and Department Leaders. SLT will have an overview through the zoning.

Evidence gathered through the monitoring process, together with raw statistical data of selected 'Performance Indicators' will be used to evaluate the effectiveness of the Policy.

## **APPENDICES**

The following appendices have arisen from the collective experience of our colleagues.

They should be read, noted and used throughout the school. In this way a consistent, workable behaviour management scheme will help promote a positive learning environment for all our pupils.

## **APPENDIX I**

### **Behaviour for Learning (BFL)**

#### **Consistency**

Apply the following expectations to achieve success

#### **Choices**

Everything you do is a choice; make sure you make the correct one.

Arrive at school on time

Wear the correct uniform

Come prepared with all essential equipment

Walk the most direct route to class

Follow instructions without question

Follow the class seating plan

#### **Respect**

Treat others how you would expect to be treated.

Listen when others speak

Do not interrupt others

Look after your books

Take pride in your appearance

Look after the school environment

## APPENDIX 2

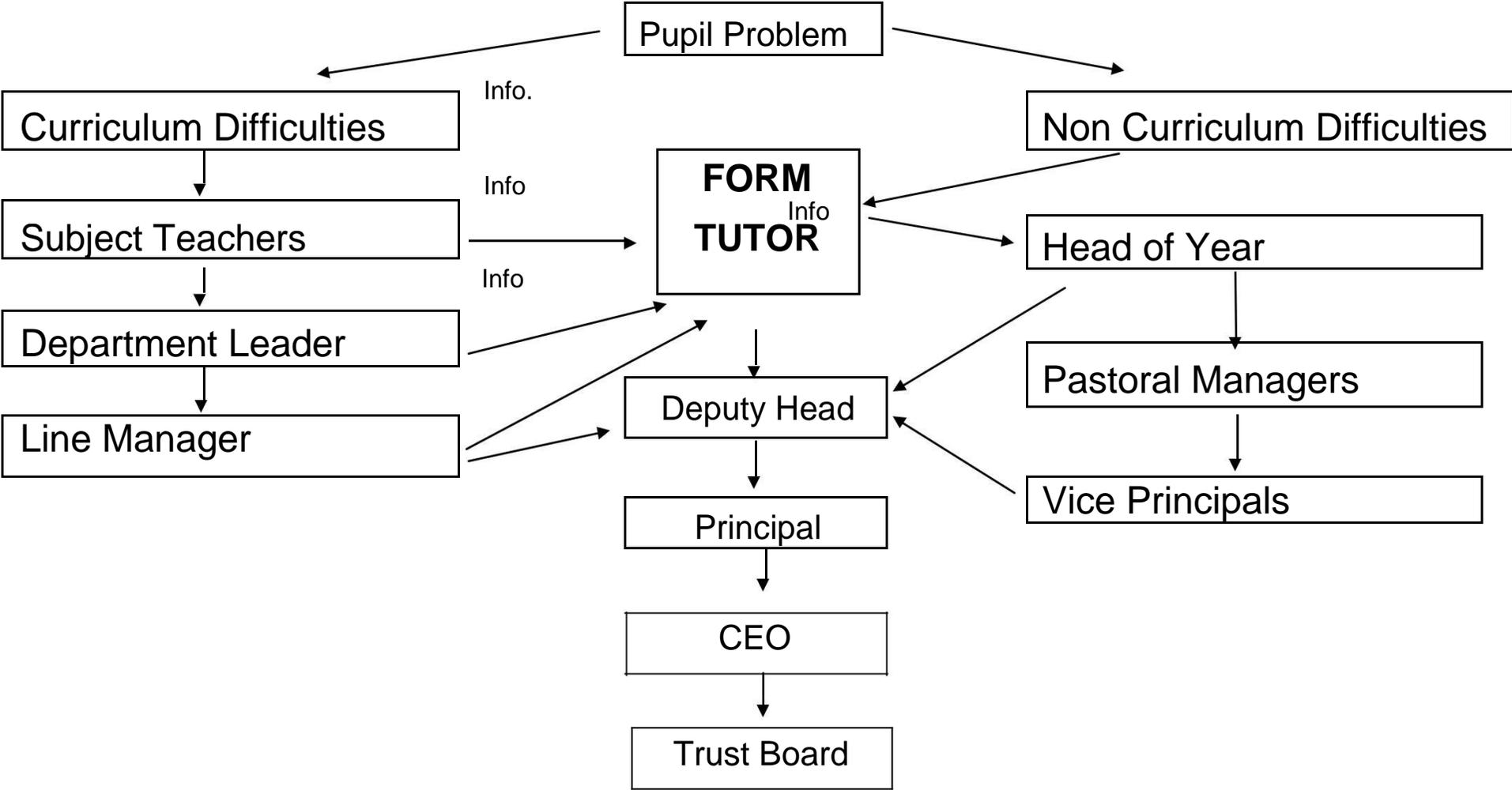
### Behaviour Plan

<u>Expectation:</u>	<u>Sanction</u>
<ul style="list-style-type: none"> <li>• Wear uniform properly (no trainers, nail varnish, jewellery)</li> <li>• Arrive punctually</li> <li>• Bring all essential equipment</li> <li>• Drink water only in class</li> <li>• Correct hair cut</li> </ul>	<p>Sign infringement card</p> <p>Loss of food breaks until suitable</p>
<ul style="list-style-type: none"> <li>• Complete all classwork set</li> <li>• Complete homework on time</li> <li>• No disruption (e.g. calling out; turning round; social chat; interrupting; daydreaming; eating; putting on make-up/looking in the mirror; making noises; tapping; singing; humming; out of seat without permission)</li> </ul>	<p>Loss of food break (minimum 20 minutes) + SIMS entry / after school detention</p> <p>3 of these in one lesson warrants a sanction (detention + SIM's entry)</p>
<ul style="list-style-type: none"> <li>• No mobile phones in school</li> <li>• Respect others</li> <li>• Use polite language</li> <li>• Accept what the teacher says without argument</li> <li>• Follow instructions from the teacher</li> <li>• Stay in the classroom</li> </ul>	<p>Confiscate until the end of the day</p> <p>3 detentions from classroom teacher = subject report to DL &amp; contact home</p> <p>Unsuccessful subject report = refer to Line Manager</p>
<p><u>Examples of Gross misconduct include:</u></p> <ul style="list-style-type: none"> <li>• Swearing at a teacher</li> <li>• Vandalism</li> <li>• Damaging school property or peer possessions</li> <li>• Physical violence</li> <li>• Racist language</li> <li>• Bullying</li> <li>• Verbal or physical threats.</li> <li>• Defiance</li> </ul>	<p>Isolation / High End Isolation</p>

## Playground / Canteen Behaviour Plan

<u>Expectation:</u>	<u>Sanction</u>
<ul style="list-style-type: none"> <li>• Be in the correct area of playground/canteen</li> <li>• Wear uniform correctly. (Blazers can be removed)</li> <li>• Do not drop litter or leave on tables</li> <li>• Put bags in the correct place in the canteen</li>   <li>• Sit down whilst eating</li>   <li>• Move to class as soon as bell rings</li> </ul>	<p>Verbal warning</p> <p>Sign infringement card</p> <p>Pick up 10 pieces of litter</p> <p>Verbal warning (Persistent failure to respond remove from area)</p> <p>Verbal warning. (Persistent failure to respond remove from area)</p> <p>Sign infringement card if late to class</p>
<ul style="list-style-type: none"> <li>• To be on the correct lunch</li>   <li>• To avoid name calling</li>   <li>• To avoid rowdy and loud behaviour</li>   <li>• To be polite to canteen staff</li> </ul>	<p>'Form avoiders' detention that night. second offence, attendance report, third offence, SLT detention, fourth offence, isolation</p> <p>Verbal warning and loss of the next food break + SIMS entry</p> <p>Loss of food breaks for 1 week</p> <p>Verbal warning, apology, possible loss of food breaks for 1 week.</p> <p>Removal from canteen for designated period of time if appropriate.</p>
<p><b><u>Gross misconduct:</u></b></p> <ul style="list-style-type: none"> <li>• Swearing at a teacher</li> <li>• Vandalism</li> <li>• Damaging school property or peer possessions</li> <li>• Physical violence</li> <li>• Racist language</li> <li>• Bullying</li> <li>• Verbal or physical threats.</li> <li>• Defiance</li> </ul>	<p>Isolation / High End Isolation</p>

**Appendix 3**  
**Responsibilities for Behaviour Issues - Referral Chart**



## Appendix 4

### General considerations:

- Relevant praise and rewards (see below) far outweigh criticism when it comes to motivating pupils and getting the best results.
- Target cards and monitoring sheets checked by the Form Teacher can support the pupil.
- A note in a pupilfax can raise parental awareness.
- Basic equipment check should be dealt with by Form Teacher on a daily basis.
- Loss of privileges is an effective deterrent. (see below)
- Minor offences – start with low intervention – Bill Rogers approach
- Persistent/repeated behaviour – penalty should be increased.
- Failure to attend a half hour subject detention will result in the following the whole school subject detention protocols – (appendix 5)
- Failure to attend an after school detention for out of class behaviour will result in following whole school out of class detention protocols – (appendix 5)

### How do we reward pupils?

- smile
- speak to privately
- praise publicly
- mark work
- stamps
- behaviour cards, stripes, commendations
- pupil of the week
- display work
- SIMS entry
- talk to form teacher
- talk to DL
- talk to relevant senior staff
- contact parents
- certificates/badges
- positive report
- access to free-time
- access to school trips
- Worthy of Praise certificate
- awards in assembly
  - nomination for celebration of achievement
- assembly roll call
- weekly bulletin
- press release
- give pupil responsibility
- recommendation for Prefect
- positive reference

### Current privileges

#### Effective Teaching

- well qualified staff with high expectations for all pupils
- high quality lessons
- personal attention
- well managed classrooms
- appropriate resources
- attractive learning environments

..... the opportunity to succeed

#### Whole school

- attractive environment

- safe social areas
- access to food and drink
- access to free time
- responsibility
- careful monitoring
- positive references
- access to support mechanisms

..... a feeling of belonging

Extra to the teaching

- school clubs
- a programme of visits and holidays
- representing the school
- competitions
- extended access to study support
- extended access to ICT
- productions/special events
- inter-form events
- student senior leadership team
- school council representatives
- awards
- subject prefects
- mentors
- whole school prefects

..... a chance to do more

## **Appendix 5**

### **Protocols to follow for subject detentions**

- For any persistent disruption during lessons a half hour detention will be given
- Failure to turn up to that detention will result in a further detention from the subject teacher for 1 hour
- Failure to turn up for the second time will result in a referral to the Department Leader who will set a detention for 1 hour
- Failure to turn up for the department leader will result in a day in isolation and a 1 hour detention

### **Protocols to follow for out of class detention**

- For any behaviour issues relating to defiance and unruly behaviour in the corridor an out of lesson behaviour slip will be issued for a detention the next night until 4pm
- Failure to attend that detention will result in an SLT detention on Friday
- Failure to turn up to that will result in a day in isolation and a detention until 4pm.

## Appendix 6

### Possible Sanctions available

#### Day to day light touch

Loss of break

Stand outside door for a few moments to re-focus Name on board – earn privilege to remove

Pupil writes about their behaviour and how to improve it – maximum 15 minutes in their own time

Change seating plan

Time out table within classroom

Remove any distractions

Detain for up to 10 minutes – lunch/break/after school

#### Disciplinary measures

Referral to DL/FT

Formally documented detention on SIMS

Subject report

Target card

Letters/phone call home

School monitoring reports – green, blue, orange, yellow

Interview with parents

Notes in pupilfax for parents to respond to

Referral made to HOY

#### Serious, well documented disciplinary measures

Line Manager referral

Red report/Lock Down report

Withdrawal of extra curricular privileges to be decided by LM

Isolation

High end isolation

Fixed term exclusion

Governor's disciplinary panel

Permanent exclusion

Teachers may adopt a range of strategies or sanctions when responding to disruptive behaviour but these should be chosen and used carefully. For instance, over-reaction may provoke unnecessary escalation of an already difficult situation; a public reprimand may be appropriate in some circumstances but in others a discreet word will be more effective; interventions have to be carefully judged doing no more than is needed to secure the desired change in the pupil's behaviour. There are no hard and fast rules: the line taken has to be determined by the teacher using his or her judgement and discretion in the light of the individual circumstances.

Whilst in most cases there will be a series of documented incidents and support strategies prior to a permanent exclusion, there are some occasions when a one off offence can lead to a permanent exclusion. This would include an act of violence or an assault or for carrying a weapon or in some cases replica weapons. It could also be for dealing illegal substances.

In the case of pupils bringing banned items to school, staff do have the right to search pupils. This however should in the main be carried out by a senior member of staff in the presence of a witness.

### **Searching a pupil with consent**

Staff can search a pupil with their verbal consent for any item which is banned from school (see list below) The search can include the pupils bag, pockets or locker.

### **Searching a pupil without consent**

The Head or a member of staff authorised by the Head together with a witness can search, without consent, for prohibited items such as knives or weapons, alcohol, drugs and stolen items.

Items which can be searched for with consent include:

Mobile phones, iPods, laptops, fireworks, cigarettes, tobacco products, pornography, lighters, spray cans, work tools, any implements deemed to be dangerous.

The school does not have to seek parental consent for a search to take place, but a courtesy phone call to say one has taken place will be made whenever possible.

### **Where sanctions are necessary the following general rules should be observed:**

- avoid the punishment of whole groups for the activities of individuals unless there are exceptional circumstances
- ringleaders should be picked out where appropriate
- conversely, individuals should not be scapegoats for the activity of a class or group
- punishments which are humiliating or degrading should not be used
- punishments should be in proportion to the offence.
- in very extreme circumstances the use of reasonable force may be required, but wherever possible should be avoided. The only occasions when this force should be used is to prevent pupils from
  1. Hurting themselves or others
  2. Damaging property
  3. Causing disorder

## Appendix 7

### SOME IDEAS FOR BETTER CLASSROOM ORGANISATION / MANAGEMENT

- Follow Behaviour for Learning Expectations (appendix 1 and 2)
- Establish rules and routines early using the Good to Great check list to create a positive working environment.  
Pupils can be positively drawn into this process.
- Lesson beginnings – make sure you are there! – (meet and greet) manage pupils' entry into the room – have a regular routine – greet the pupils individually use the Good to Great. Your job, when pupils enter the classroom, is to change the pupils' environment into a learning environment and to mark the difference from their previous situation.
- Organise the groups they work/sit in.
- Draw a seating plan with pupils' names in the appropriate place using the boy / girl rule. This helps you to learn names and assists with pupil management.
- Always expect and work towards silence when you are talking or giving instructions/explanations. It may be useful to refer to different levels of noise, e.g. playground noise, partner noise etc.
- Keep instructions to a minimum; reinforce oral instructions with written illustrated instructions, if appropriate for the group.
- Think about how you convey instructions/expectations, e.g. your non-verbal behaviour. (Try not to march up and down!)
- Be firm but pleasant.
- Take care with transitions – how do you get the attention of your class, give out/collect books and equipment etc.?
- Movement and vigilance in the classroom – keep a roving eye – be aware – try to pre-empt difficulties arising.
- Preparation – have the right number of books, pieces of paper etc. – do not blame the class if they become unsettled – acknowledge your part in the difficulties should they arise. It is often useful to 'take the blame' if pupils are having difficulties. This leaves self-esteem intact.
- Be aware that interruptions to your lesson from outside are unsettling.
- Always be familiar with your lesson plan and timing of each aspect of the lesson.
- Endings – have a regular routine/s – dismiss the class in a consistent and orderly way (Good to Great)
- Avoid confrontations initiated by pupils. Respond calmly to challenging behaviours in order to maintain the structure and flow of the lesson. Remember that your goal is to maintain the flow of teaching and learning.
- Be consistent.
- Prepare reinforcement and attention-switching activities for those who are experiencing difficulties. Pay regular visits to pupils/pupils in need of support/attention/reassurance.
- Engineer opportunities for success in order for pupils/pupils to receive relevant praise and improve self-esteem.
- Ensure you plan your lessons to include Must, Should Could so all pupils are challenged and maximum progress is made.
- Familiarise yourself with the LSPs of pupils/pupils with Special Educational Needs and differentiate work accordingly.
- Be aware of your physical position in the classroom. Try not to invade pupils' personal space.
- Be aware of your use of language. Praise and encouragement far outweigh criticism when it comes to motivating pupils and getting the best results.

- Be aware of whole school policies and behaviour expectations both inside and outside class.
- Ask for support when you need it – do not battle-on alone. The best recourse you have is the teaching experience in your school.
- Appropriate planning and use of LSA's and Behaviour support.

## Appendix 8

### SOME IDEAS FOR BETTER INDIVIDUAL PUPIL MANAGEMENT

#### Have clear rules/routines

Make sure you have made explicit what is expected and everyone is clear what they should do. Routines have to be consistently referred to and positively reinforced.

#### Be aware of your:

- body language:
- language used;
- teaching style;
- tone of voice.

#### Certainty not severity

Be consistent. It is the **certainty** of a response and the follow-up that has the most impact on positive behaviour management not the severity. Pick up the minor yet important things regularly. It will help prevent major incidents occurring. Getting into an escalating series of consequences should tell you that a. something is wrong and b. this is not going to work!

#### Separate the person from the behaviour

Give the message – “I like you. I do not like what you are doing”. When delivering a request, always **gain the pupil’s attention first**.

- a) Say the pupil’s name.
- b) Establish eye contact.

It engages the pupil and they are more likely to comply with the request.

Say ‘thank you’ even if the pupil has not agreed to your request. It conveys the expectation that the pupil will do what you have asked. You see Michael deliberately push his pen onto the floor. Look, now say his name:

“Michael, pick up the pen, thank you.” Now look away. Let there be take up time. You are meanwhile getting on with something else. You assume Michael’s compliance. (Later on you will be surprised if Michael has not complied. It remains a minor incident though and *you will not argue about it* with Michael. You and he know that there will be consequences).

#### Phrase your requests

Say exactly what you want pupils to do. Break down the behaviours *positively* into component parts, for example, listening – put any equipment in your hand down, turn your chair to face me, sit still, rest your hands in a comfortable position and give me eye contact – thank you. Asking not telling can create a positive ethos. Try to give reasons for your requests.

#### Catch them getting it right

Catch pupils carrying out your request and reinforce with praise, rather than react negatively when someone gets it wrong. Say “Thank you”, “Well done” “Terrific”. If this feels difficult, then smile or nod in some form of acknowledgement.

#### Use tactical ignoring

Where you can, ignore behaviours that may be specifically designed to gain negative attention. It helps to respond positively immediately the pupil engages in the desired behaviour. When you can,

praise and pay attention to a pupil nearby who is behaving positively. You may choose this rather than focussing on the original pupil's negative behaviour.

### **Attempt to re-frame situations**

This reasserts the required behaviour without getting into conflict in the current situation.

Teaching: "How far have you got?"

Pupil: "I'm just checking to see if I've got my letter for P.E."

Teacher: "Yes,... but what should you be doing now?"

In other words try not to be drawn into what they are doing or, worse, the reasons why they are doing it ( and not doing what you have asked.)

Wait a moment then

"Back to work, thanks."

Pupil then does the required behaviour (hopefully) and the teacher can reinforce this with praise.

"Well done", "Thank you", etc.

### **Avoid conflict**

Remember what your aim is, for example for the pupil to finish the work set.

Pupil: "I want to work on the computer".

Teacher: "Yes (you agree) you can work on the computer later/this afternoon/tomorrow/when it's your turn, but right now, what you need to do first is..." Make sure the pupil can do it. This makes it hard for the pupil to say "You never let me ..." because the teacher **agrees** with the request but **sets the boundary**.

### **Stay calm where possible**

If you raise the temperature, the child and the group will go with you. **Wherever possible, try to bring the temperature down.** Children, like adults, need **time** to think through and process difficult interactions with others. Therefore, when trying to change pupils' behaviour, give them time to think and time to manage their feelings as well. This gives them space and an opportunity to carry out your request with dignity.

### **Rights and responsibilities**

Focus on the **rights** and **responsibilities** of the pupils and the teacher.

### **Smile**

Use **humour** but not sarcasm to defuse the situation.

### **Try to make "I" statements rather than "you" statements**

For example, "I'm finding this difficult". Or "When this happens it makes me feel ..."

### **Removal of the pupil**

This is useful only as a last resort. Use it to allow pupils to calm down and reassess the situation. Always make room for reparation. State the required behaviour necessary for return. Be specific, break down the behaviour. Where necessary allow the pupil to elect back in.

### **We all have strategies of our own**

Sometimes they are so automatic we do not know what they are. After conflict or difficult situations, both minor and major, reflect on what you did, said, your tone, body language etc. If it worked, SHARE it.

### **Contact with Parents**

80 – 90% of phone calls home are negative. Ensure that positive phone calls are made. By doing two a day, a whole class can be covered in three weeks.

### **Development stages**

Many children with difficulties in behaviour may not act at in an “age appropriate” way. They may find it hard to take turns, to work with other children or even work alongside other children.

It is important to let these children have a chance to cover the earlier stages which they may not have experienced properly before and part of the strategy may be a change in the expectations of the adults.

Sometimes it is better to think of the child as a much younger child.

## Appendix 9

### Ortu Federation

#### Alternative Provision for Students – Policy and Procedures

##### 1. Definition and legislation

- 1.1 Alternative provision is education outside school arranged by local authorities or schools for: students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; students on a fixed period exclusion; and students being directed by schools to off-site provision to improve their behaviour.
- 1.2 The main legislation covering the duties and powers relating to alternative provision is as follows:
- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
  - Section 29A of the Education Act 2002; Sections 6A and 100 of the Education and Inspections Act 2006;
  - Sections 1C and 4 of the Academies Act 2010 (as amended);
  - The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007;
  - The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
  - The Education (Educational Provision for Improving Behaviour) Regulations 20102
  - The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
  - The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
  - The Schools Forums (England) Regulations 2012.

##### 2. The Academy's reasons for choosing to place a student in alternative provision

- 2.1 We will always ensure we have a clear rationale for placing a student in alternative provision. Reasons for doing so may include any of the following (although the list is not exhaustive):
- as support for vulnerable or challenging students with a view to ensuring their success in external examinations and an improved chance of gaining a post-school placement;
  - to ensure students' talents and interests are developed more effectively than has been the case in school following the national curriculum;
  - to address a student's disaffection – for example poor behaviour and/or attendance – by offering different types of experience and learning styles;
  - to address more intensively the English language needs of students entering the school at Key Stage 4 with little or no English.
  - as a strategy to avoid permanent exclusion where all in-school provision had not minimised the danger of such an exclusion.

##### 3. Principles guiding our practice

- 3.1 Students will remain a full part of the school at all times; students referred to off-site alternative provision will always be referred on the basis that the provision is more

appropriate for them than that which Ortu Corringham Primary, Ortu Gable Hall and Ortu Hassenbrook Academy can provide.

- 3.2 The assessment process for alternative provision will be made in discussion with students, parents, Heads of Year and, where appropriate, subject teachers and the provider.
- 3.3 The provision will have clearly-defined intentions which relate to academic and personal outcomes, will be well-planned and will set out a personalised pathway for the student.
- 3.4 The qualifications students receive will be nationally recognised and will enable progression to further education.
- 3.5 Service Level Agreements will be put in place for all provision and will include procedures for monitoring attendance, progress, safeguarding and for ending the placement. In regard to safeguarding the expectation is that providers will adhere to the school's policy and procedures.
- 3.6 Pastoral support will be provided by the school to ensure students can seek support and advice as required.
- 3.7 School staff will demonstrate to students that they themselves value the provision with a view to helping the student attach a high value to it and so increase their motivation.
- 3.8 Communication, including the sharing of relevant information, between the school and the provider and between the school and the family will be regular to ensure that interventions can be made where appropriate and success can be celebrated.
- 3.9 Monitoring of attendance and provision will be conducted on a weekly basis.

#### **4. Procedures**

- 4.1 Ortu Corringham Primary, Ortu Gable Hall and Ortu Hassenbrook Academy sets up a meeting involving all relevant parties, including parents/carers and others as appropriate: Head of Year, college provider, student.
- 4.2 A representative from the school clearly explain to families the reasons why the alternative provision is being offered. If the provision is being offered as an alternative to permanent exclusion this must be clear to parents so that they are able to make an informed decision. If parents refuse to accept the offer of alternative provision as an appropriate alternative to permanent exclusion, the Principal will decide whether to proceed with the original exclusion.
- 4.3 Once agreement has been reached on the provision, the following actions take place prior to placement:
  - i. Responsibilities for supporting the students and timescales for reviewing the contract are agreed. These include support from the school Learning mentor via half termly visits, contact with family, daily/weekly monitoring attendance, punctuality and provision.

- ii. The school ensures that all health and safety checks of the provider's premises have been undertaken.
- 4.4 Once the student commences the placement, the school formally monitors attendance, updates records and maintains contact with the provider on a daily/weekly basis.
- 4.5 Providers must contact the school whenever the student is absent. The school then makes contact with the parents/carers to try to resolve the issue to ensure regular attendance is achieved and, if this proves unsuccessful contact, a referral will be made to the school's Education Welfare Officer.
- 4.6 If a placement does not appear to be working or if the student is not attending, a formal meeting should be held involving the school, parent/carer, students and any other appropriate person. The meeting will reinforce the expectations of the original agreement while seeking feasible alternatives.
- 4.7 If a student is permanently excluded from an alternative provision placement, a meeting will be convened between the school, the provider and the family to discuss either a return to the school or to identify a further alternative provider.
- 4.8 All agreements around alternative provision are regularly reviewed. Timescales and responsibilities for reviewing the agreement are made clear to all relevant parties.
- 4.9 The impact and success of the placement are measured against the targets the students are set in a meeting once per term. Examples of these could include: attendance, behaviour, qualifications.
- 4.10 In addition, as a member of the local authority's Alternative Provision forum we have committed to the following timetable:

	<b>1<sup>st</sup> half term</b>	<b>2<sup>nd</sup> half term</b>
<b>Autumn term</b>	<ul style="list-style-type: none"> <li>- Systems for recording and monitoring assessment</li> <li>- Initial assessment</li> <li>- Diagnostic assessment</li> <li>- Course outcomes</li> <li>- Schemes of work</li> <li>- Lesson plans</li> <li>- ILPs</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation</li> <li>- Lesson planning</li> <li>- Lesson evaluation</li> <li>- Feedback</li> <li>- Work sampling</li> <li>- Reviewed ILPs</li> <li>- Student Feedback/evaluation</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>- Examination entry</li> <li>- Student tracking</li> <li>- Internal performance management procedures/systems</li> <li>- Training needs</li> <li>- Reviewed ILPs</li> </ul>	<ul style="list-style-type: none"> <li>- Progress towards accreditation</li> <li>- Predictive grades</li> <li>- Follow up from previous lesson observation</li> <li>- Follow up training needs</li> <li>- Work Sampling</li> </ul>

<b>Summer Term</b>	<ul style="list-style-type: none"> <li>- Repeat or missed lesson observations</li> <li>- Check of coursework</li> <li>- Check of examination entries</li> <li>- Appropriate training</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of each course including schemes of work</li> <li>- SAR preparation</li> <li>- Future curriculum</li> <li>- Final Tracking</li> <li>- Student feedback/evaluation</li> </ul>
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## 5. Responsibilities

- 5.1 The Vice Principal (Pastoral) / or Headteacher as appropriate has overall responsibility for alternative provision and related arrangements.
- 5.2 A member of the mentoring team is responsible for setting up placements, liaising with colleges, making visits and supporting any students facing difficulties. The responsibilities include: Half termly visits to every student, monitoring attendance and punctuality, Liaising with the Vice Principal and/or Child Protection Officer regarding any concerns, updating the school database and working with any relevant external agencies e.g. Youth offending and social services.
- 5.3 An annual report will be prepared for governors which will include a review of all placements and ensure value for money.