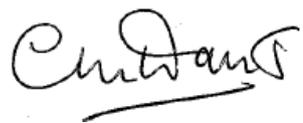


**DEAN TRUST** Wigan

## BEHAVIOUR POLICY DTW

Version and Date		Action / Notes
1.0	May 2018	

Policy Reviewed :	15 May 2018
Policy Review Frequency :	3 years
Next Review :	May 2021
Signature of Headteacher :	Signature of Chair of Local Governing Body :
	

## **Behaviour Policy**

### **Introduction**

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

### **Principles of the behaviour policy:**

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

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

These principles are not primarily concerned with the enforcement of rules but rather a means of promoting positive relationships, so that people can work together with the common purpose of enabling everyone to achieve.

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

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

### **Objectives**

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

## Responsibilities of the School, Students and Parents

### **School:**

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

### **Students**

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

### **Parents/ Carers:**

- To respect the school's Behaviour Policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their children to the school each day punctually, equipped and ready to learn.
- To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviour outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with school staff, if requested, to discuss their child's behaviour.

- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend a reintegration interview with the school at the end of a fixed period of exclusion.
- If parents/ carers change their telephone number there is an expectation that they will inform the school.
- It is the parent's responsibility to ensure that their child behaves well in school and conforms to the expected and required standards of behaviour.

### **How expected behaviour is communicated**

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

### **How positive behaviour is taught**

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

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

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

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

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

**Our school standards are 'Be Ready, Be Respectful and Be Safe'**

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

**Members of the school community are not expected to:**

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

**The following are not allowed on the school premises:**

- Controlled substances
- Children under the age of 18 are not allowed to bring cigarettes, electronic cigarettes or other smoking paraphernalia into the school.
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

See DfE Guidelines: 'Searching, screening and confiscation'. February 2014

**Searching students and their possessions**

The Headteacher has authorised members of the core leadership team to search students (including bags and lockers), without their consent if there is reasonable grounds for doing so (such as searching for weapons, alcohol or drugs). Reasonable force may be used to execute the search.

It is good practice to ensure that these searches are conducted with two adults present.

**Confiscation**

The Education and Inspections Act 2006 provides authority for a member of staff to use confiscation as a disciplinary sanction **if it is lawful**. That includes seizure and also, as

appropriate, the retention and disposal of certain items. All staff have the authority to confiscate mobile phones from students. When a mobile phone has been confiscated it will be placed in a safe area where it will be retained until the end of the day. Any cigarettes confiscated in school will be destroyed. There is no acceptable reason why a student should bring a cigarette lighter into school. Such items will be retained until such time as a responsible family adult can retrieve them.

At Dean Trust Wigan staff will confiscate items such as:

- an item posing a threat to good order for learning such as a laser pen
- energy drinks.
- items posing a health or safety threat
- items which are illegal for children to have. For example – racist or pornographic material
- cigarettes or electronic cigarettes and other smoking paraphernalia

### **Rules, Rewards and Sanctions:**

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

#### **'Be Ready, Be Respectful and Be safe'**

### **Rewards and Sanctions**

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

### **Rewards**

Rewards occur in a variety of ways including:

- Verbal/ written praise
- Praise postcards
- Time in the rewards room
- Stickers/ stamps
- Phone calls to parents/ carers

The more formal rewards come in the form of:

- Praise Postcards that are given out during PSHE lessons each Friday. These cards are presented in assembly once every half term and entered into a prize draw.
- Attendance and punctuality letters – each term every student receives a letter about their attendance and punctuality to the school.
- We also have rewards for excellent punctuality and attendance by individuals and by forms. These rewards include boxes of chocolates, cinema tickets and vouchers for local restaurants.
- Good behaviour/ attitude letters – each term Heads of Year nominate students in their form who deserve to receive a formal letter from the Headteacher recognising the contribution of their behaviour and attitude to learning.

- Rewards trips – are held at the end of each term. Students are made aware of the criteria that they have to achieve in order to receive an invitation to attend.

## **Sanctions**

We employ a variety of sanctions at Dean Trust Wigan that we consider to be fair and proportionate to the incident that has occurred.

Examples of behaviour and possible sanctions include:

<b>Behaviour</b>	<b>Sanction</b>
Violence/ aggressive behaviour	Detention ICE Exclusion
Obscene language	Detention ICE Exclusion
Swearing at staff	ICE Exclusion
Defiance/ Disrespect	Detention ICE Exclusion
Truancy	Detention ICE
Smoking	Letter to parents Detention ICE
Classroom disruption (C1 – C3)	Detention ICE Exclusion
Lateness	Detention Persistent offenders – 1hour each time they are late.
Mobile phone in class	Confiscated until the end of the day. Refusal to hand over phone – ICE and

	parents come in to take phone.
Incorrect uniform	Students borrow uniform for the day. Placed in ICE if they refuse to borrow uniform.
Energy drinks ie lucozade	Drink is taken and thrown away. Water provided on request.
Misbehaviour during unstructured/ social time	Break/ lunch detentions
Failure to bring equipment ie pen, pencil ruler, rubber	Break detention
Breach of eSafety regulations	Detention Temporary ban from Internet access Letter to parents/ carers

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

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

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

### **Detentions**

At Dean Trust Wigan staff can issue detentions for breaches of school standards.

When staff issue a detention lasting longer than 30 minutes a text message is sent to Parents/ Carers explaining this. If the parent informs staff that the student has a valid reason why the detention should be rearranged school staff may agree. The parent cannot over-rule the decision to place a child on detention.

Detentions will always be supervised and if the detention forms part of the break or lunchtime then opportunities for the student to use the toilet and to consume food and drink will be given.

## **ICE room**

ICE stands for 'I can engage'. ICE can be used for an incident that has occurred that day or can be planned in advance. Where ICE is planned in advance parents are contacted and the student is placed in ICE from 9.30 until 3.30pm.

Work is provided whilst the student is in ICE. Wherever possible they will complete the work that they should be doing that day in class but this is not always possible. For this reason there is always appropriate, levelled maths and English work to complete.

Members of the pastoral team and core leadership team are able to place students in ICE. They monitor its' use in terms of the number of times a student is placed in ICE and the reasons behind the need for the student to be placed in ICE.

## **EXCLUSION FROM SCHOOL**

We do not wish to exclude a student from school but in certain instances this maybe absolutely necessary.

An exclusion from school, either fixed or permanent, is an extremely serious sanction and should be regarded as such by students, parents and teachers. The Headteacher (or designated Deputy Headteacher if Headteacher is absent) is the only person who can effect an exclusion.

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

### **Actions that merit the consideration of a fixed term or permanent exclusion:**

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

### **Permanent Exclusion:**

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

**An exclusion is used:**

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

**Period of Exclusion:**

One day is normal in the first instance, but the severity of the incident needs to be considered.

Further incidents may incur 2 days. 3 days etc. School will be responsible for making provisions for a student excluded for more than 5 days.

**Parental Involvement:**

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

**Parental Support:**

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

**Records:**

Of all exclusions are kept and reported to the Governing Body at their meetings.

**Behaviour management in the classroom (C3 system)**

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

We use a 'Choice, Chance, Consequence' system of behaviour management across the school. (C3 system)

This system ensures that disruption to lessons is minimal. When students choose not to adhere to classroom expectations the teacher will remind them that they are making the wrong CHOICE and will explain what the student needs to change with regard to their behaviour. If the student fails to make the correct choice the teacher will issue a C2. This will be the students final CHANCE to correct their behaviour. If the students' behaviour continues to disrupt then a teacher will issue a C3. This will result in the student being removed from the lesson.

When a student receives a C3 they go to the member of staff on C3 duty on that floor. The member of staff on duty will be a member of the pastoral team, a member of the core leadership team or a subject leader. The member of staff will discuss the reasons why the C3 was awarded. They will ensure that the student understands why that behaviour is not acceptable and what they need to do in order to ensure that the behaviour is not repeated.

Any student receiving a C3 has a 45 minute detention that evening with a senior member of staff.

Any student receiving two C3s in a day will be placed in the ICE (I can engage) room until 3.30pm.

## **Individual Needs**

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

Examples include students being given 'Time out' cards or C2 breaks. These mean that when a student feels that they need a break in order to calm down or to allow themselves time to rectify the problem that they have caused in the lesson they will show a card to the teacher and make their way to the nearest pastoral hub or senior staff office where they will be allowed to calm themselves until they are ready to resume learning. These passes are issued by members of the pastoral team following strategy meetings to discuss possible solutions to behavioural issues. The use of the pass is monitored weekly.

## **The Engagement Centre**

The Dean Trust Wigan Engagement Centre has been created to offer an intensive nurturing intervention for some of our students with social, emotional and mental health needs. The Engagement Centre functions as an educational bridge to permanent reintegration into the main school.

The Engagement Centre runs on explicit, uniform and predictable daily routines. Activities include emotional literacy sessions and group activities in addition to curriculum tasks with a focus on preparing the student to return to the main school.

There is a strong focus on Personal, Social and Health Education (PSHE) including subject matter focussing on current national and international events. There are also sessions run by local organisations such as Brook and Banardos to ensure that the students have up to date knowledge on how to keep themselves safe and how to enjoy healthy relationships.

## **Tracking and monitoring behaviour**

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

Each time there is an incident of poor behaviour in a lesson the member of staff should record the nature of the incident via email which is sent to the C3 group. This consists of Directors of Learning, pastoral staff and the core leadership team.

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

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

## **Monitoring Behaviour for Progress (Attitude to Learning)**

Each lesson the students are given a numerical score between 1 and 4 for their 'behaviour for progress'. This is sometimes referred to as attitude to learning. A score of 1 means that the student has been outstanding in terms of effort and application during the lesson, 2 is good, 3 is unsatisfactory and 4 is unacceptable.

These scores are monitored at each review point for all students. When parents come into the school to discuss the behaviour or progress of their child these scores form part of the discussions that take place.

## **Support for students who persistently fail to meet the standards of behaviour that is expected at Dean Trust Wigan**

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

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

Head of Year Interventions – Our Heads of Year have been trained to complete assessments such as Boxall and BPVS to help determine potential underlying causes of poor behaviour. They can also offer interventions to overcome these problems.

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

Pastoral Champions – each of the Heads of Year is a 'Pastoral Champion' in a different area of pastoral care. They have undergone training to enable them to work with students to help them to overcome problems that they may be facing which can affect them at the school.

The Champions have expertise in the following areas:

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

Group work eg – WISH group work, Wigan Athletic programme, Teens and Toddlers, Circle time, Nurture talk, Relax to learn. We use external agencies and members of the pastoral team, who have received appropriate training, to work with students if we feel that there is a particular need within a year group.

TESS teacher (Targeted Education Support Services) – at Dean Trust Wigan we use assessments by TESS to suggest strategies that might be successful with that student and liaise with parents/ carers so that they feel supported too.

Nurture – when we feel that a student would benefit from help to increase their self esteem and confidence or they need help to manage anger or are struggling with problems such as bereavement or divorce at home we may refer them to our Nurture room. The student will be given scheduled times to attend nurture sessions which will look at giving them strategies to cope with their issues.

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

Counselling – we employ a counsellor to work with our students where necessary. The pastoral team refer any student they feel may benefit from this service. The counsellor then assesses their needs and whether their service is appropriate. The counsellor works with the students in the strictest confidence.

### **What happens when there is no improvement in a students' behaviour?**

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

The Headteacher reserves the right to exclude a student from the school.

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

## **OTHER SPECIFIC RESPONSES TO BEHAVIOUR**

### **Regulating Students' Conduct and disciplining them for Misbehaviour Outside of the School Premises.**

- Sanctions may apply to students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Sanctions may apply if misbehaviour takes place on Work Placements or whilst the student was taking part in a further education course as part of a school programme.
- The school may apply sanctions if a student misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.
- The school may take action if a student harassed a member of staff or student off school premises, including through the Internet.

## **Use of Force to control or restrain pupils.**

- Staff that are likely to restrain students will have received appropriate Team Teach training.
- All staff are regularly updated with regard to the regulations regarding the use of positive handling, physical intervention and duty of care as set out in the school discipline chapter of *Education and Inspection Act 2006* and the *Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008)*. Staff will be updated of any changes made by the government relating to the *Use of Force*.
- Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder. Teachers will physically separate pupils found fighting. If a pupil refuses to leave a room when instructed to do so they may be physically removed.
- The actions of staff will always be in the best interest of the child and are in line with the government guidelines on the *Use of Force*. Under no circumstances will physical force or restraint be used as a form of punishment.

## **Drugs and Alcohol Abuse**

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

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed term exclusion.

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

If the offence is repeated, the child will be permanently excluded.

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

## **INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES**

In order for the behaviour policy to be effective, a relationship with other school policies should be established. Reference should be made to Teaching & Learning Policies, Anti-Bullying, Equality and SEND policies.

## **MONITORING AND REVIEW**

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

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

# APPENDIX A

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

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## **Introduction**

### **Vision**

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

### **Purpose of this protocol**

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

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

### **Background**

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

### **Rationale**

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

### **Principles**

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

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

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

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

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

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

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

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

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

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

#### **Children who are Looked After**

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

#### **Pupils with a Statement/Education Health Care Plan**

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

#### **Children entering from out of borough**

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

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

### **Respite Placements**

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

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

### **Supported Transfers / Alternative Provision**

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

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

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

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

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

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

### **Communication**

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

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

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

### **Paperwork**

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

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

### **Registration and the law**

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

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

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

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

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

Current resources consist of one Alternative Provision Academy – Three Towers

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

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

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

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

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

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

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

#### Criteria for a supported transfer / referral to alternative provision

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

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

**General Information**

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

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

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***Request***

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

**Pupil Inclusion ONLY:**

***Decision***

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



**Form 1**

**Parental Agreement to a Respite Placement**

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

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

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

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

**Signature of Parent / Carer:** .....

**Please print Name**.....

**Contact Telephone Number**.....

**Date:** .....

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

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

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

**Parents Named Contact in receiving School**.....

**Telephone Number of receiving School**.....

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

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

**Form 2**

**Parental Agreement to Supported Transfer to Another School or Alternative Provision**

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

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

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

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

**School, please tick the appropriate box**

This is because of your child's persistent disruptive behaviour

**or**

This is because of a serious one-off offence

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

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

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

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

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

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

**Signature of Parent / Carer:** .....

**Please print Name**.....

**Contact Telephone Number**.....

Form 2a

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

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

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

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

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

Donor School: .....DfE No .....

Receiving School: .....DfE No .....

Start Date: .....

**Reason for Supported Transfer:**

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

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

**Did the incident involve a weapon?**

**Yes / No**

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

**Referrals to other agencies/services?**

**Yes / No**

**Name and Contact:**

**Has Restorative Justice taken place?**

**Yes / No**

Registration Status Donor School: .....

Off roll date.....

Registration Status Receiving School:.....

On roll date.....

**Form 2b**

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

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

**Please include the supported transfer criteria information**

**Pastoral Matters**

	<b>Name</b>	<b>Relationship</b>	<b>Living at Home?</b>	<b>Siblings' School</b>
<b>Family</b>				

**Please include details of any relevant family circumstances**

**Professional Involvement**

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

**Learning**

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

Please include any relevant information

### Practical Matters

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

### Behaviour

<b>Current stage of PSP – please supply a copy</b>	
<b>Interaction with:</b>	
<b>Staff</b>	
<b>Peers</b>	

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

**Date of Review Meeting**.....

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

**Designation.....**

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

**Information and documents received**

**by.....**

**Print.....**

**Designation.....**

**Signature.....**

Form 2c

The Transfer Bundle

Pupil documentation to be supplied by the Donor School

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

Please

Tick

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

**Please also provide the following to include with the Transfer bundle**

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

**Transfer Bundle**

**Prepared by**.....

**Print Name**.....

**Received by**.....

**Print Name**.....

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

Form 2d

Registration of a Pupil on a Respite or a Supported Transfer

Pupil Name: .....  
Year.....

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

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

The Person responsible for Supported Transfer in donor school is

.....

The Person responsible for Supported Transfer in receiving school is

.....

Arrangements for registration to be as follows:

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

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

**Form 3**

**Confirmation of Successful Supported Transfer**

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

Pupil Name .....

Current Address.....

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

DOB .....

YearGroup.....

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

Receiving School .....DFE No.....

Placement Dates

.....to.....

**Date registered as main single registration at receiving school**

.....

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

**WN1 3DS or email to [pupilinclusion@wigan.gov.uk](mailto:pupilinclusion@wigan.gov.uk)**