

**Rewards & Responses Policy**

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**Introduction**

The Sheffield Inclusion Centre caters for students across the whole of Sheffield that have been or are at risk of being permanently excluded from mainstream school for a variety of reasons including:

* Persistent disruptive behaviour
* Bringing banned items into school
* Serious one off events including assaults on staff/students

As a result, students attending Sheffield Inclusion Centre can display a wide range of socially unacceptable behaviours which impact on their learning, wellbeing and could potentially impede successful transition into mainstream education, special education or to post 16 education, training or employment. Whilst these behaviours are socially unacceptable, they are often displayed as a result of unmet needs, ingrained responses and social, emotional and mental health issues.

The role of Sheffield Inclusion Centre is to support students so that they learn appropriately and are able to manage their own behaviour in a socially acceptable manner. This involves maintaining the highest ambition for young people, treating students as individuals and meeting their specific needs as effectively as possible.

**Aims**

The staff at the Centre expect all students to behave in a manner which will ensure that their transition back to mainstream education, special education or to post 16 education, training or employment is successful and enables them to achieve their best in all areas of the curriculum.

This is achieved by providing and developing:

* A clear, explicit structured day reinforced by routines
* Consistent expectations from staff
* Good, trusting relationships with staff
* Access to a broad and balanced personalised curriculum, including vocational and therapeutic opportunities where appropriate
* Access to activities to promote social and emotional wellbeing
* Good, working relationships with parents/carers
* Good, working relationships with other agencies supporting the student

We expect ALL students to:

* Behave in a socially acceptable manner
* Show respect towards others
* Acknowledge the rights and responsibilities of others as well as their own
* Reflect on and better understand their own behaviour
* Work towards managing their own behaviour and emotions appropriately

**Staff Roles & Responsibilities**

In order to fulfil these aims, ALL staff at The Sheffield Inclusion Centre are expected to:

* Maintain the highest ambitions for all students underpinned by high expectations for behaviour and learning
* Teach/support the teaching of interesting and engaging lessons to support academic development
* Continuously adapt their teaching and day to day practice to meet the needs of all individual students
* Reinforce, recognise and reward positive behaviour through praise and the school’s rewards framework
* Identify students whose behaviour may adversely affect their learning and provide appropriate support and interventions
* Help students to understand that actions have consequences, both positive and negative, and learn to take responsibility for their actions
* Use appropriate consequences to support learning
* Develop good relationships with students and parents/carers
* Positively support and maintain the ethos of the centre

All staff have a shared and equal responsibility to uphold consistently the principles of this behavior policy. The day to day management and implementation of the rewards and responses policy is the responsibility of the Assistant Headteacher – Personal Development, with support from the Care Team Lead and Key Stage Leads under the guidance of the Headteacher and the Deputy Headteacher.

All staff within the centre are responsible for managing behaviour and supporting their colleagues on a day to day basis. Low level disruptive behaviours should be dealt with appropriately by classroom staff. It is only when behaviour becomes unmanageable that the matter should be escalated appropriately (see appendix 1).

**SLT**

The Senior Leadership Team is committed to providing a visible presence around school before, during and after school to ensure students arrive and depart from school in a timely and appropriate manner. Specific responsibilities for behaviour fall under the remit of the AHT – Personal Development and include:

* Leading the strategic plan to improve behaviour in the centre
* Supporting the Inclusion and KS Leads in managing behaviour
* Dealing with serious incidents
* Liaising with the Headteacher/Deputy Headteacher regarding exclusions
* Meeting with parents following exclusion
* Implementing and monitoring behaviour support plans for students
* Liaising with parents/carers
* Recording behaviours via SIMS
* Monitoring behaviour via SIMS
* Developing provision to suit the needs of the students
* Providing training to support behaviour management
* Communicating behaviour responses to staff following serious incidents
* Maintaining consistency of approach throughout the centre

**Care team lead**

The Care Team Lead supports all staff and students across the centre in managing behaviour. The Care Team Lead has specific responsibilities relating to behaviour within the centre and is responsible for the day to day management of behaviour with support from the care team. These specific responsibilities involve:

* Dealing with serious incidents
* Providing appropriate learning and support activities when necessary to remove a young person from a classroom and/or situation
* Advising SLT on appropriate responses when incidents arise
* Liaising with SLT/KS Leads
* Liaising with the Police and other supporting agencies
* Guiding the Care Team to ensure a consistent approach
* Reintegration following exclusion
* Implementing and monitoring behaviour support plans for students
* Supporting staff to manage behaviour
* Leading the improvement of behaviour in the centre
* Leading the development of behaviour specific interventions
* Liaising with parents/carers
* Recording behaviours via SIMS
* Monitoring behaviour via SIMS
* Providing training opportunities for staff

**KS Leads**

The KS Leads have overall responsibility for the students within their KS. This includes supporting with and managing behaviour. These responsibilities include:

* Reintegration following exclusion
* Supporting staff to manage behaviour
* Setting appropriate personalised timetables for students
* Continuously reviewing the provision in place for students
* Grouping students appropriately to support learning
* Advising SLT on appropriate responses when incidents arise
* Supporting the Care Team Lead to manage the behaviour of their KS
* Liaising with parents/carers
* Recording behaviours via SIMS
* Implementing and monitoring behaviour support plans for students

**Care Team**

The Care Team provide additional support for behaviour management both in and out of the classroom as and when required. This support can be delivered in a variety of ways including:

* One to one direct work with a student to prevent escalation
* Supporting student’s entry to and exit from class
* Short term ‘time out’ from the situation and return to class
* Extended time in the reflection room to support the students return to class
* Planned specific intervention to support learning and/or behaviour
* Physical removal from the situation
* Restorative conversations – to include staff involved in incidents
* Recording behaviours via SIMS
* Supporting behaviour interventions

**Classroom/Support Staff**

All teachers, TA’s and support staff have a collective responsibility to manage behaviour within the centre and within the classroom. These responsibilities include:

* Dealing with low level disruption
* Recording behaviours via SIMS
* Teaching engaging lessons which are differentiated to suit student needs
* Supporting students’ entry and exit from classrooms
* Supporting colleagues to manage behaviour around the building where necessary
* Reintegrating students back into class following exclusion/periods of absence from the centre
* Liaising with parents/carers
* Develop a positive learning environment
* Supporting behaviour interventions

**Student Expectations**

All students are expected to behaviour in a manner which is conducive to learning and that supports their transition back to mainstream education, special education or to post 16 education, training or employment. Whilst there is an understanding that students may be more likely to display inappropriate behaviour, it is expected that they will:

* Hand in mobile phones and smoking paraphernalia on entry to the building
* Arrive on time
* Go to their timetabled lessons/classroom
* Engage in lessons and complete the work set
* Engage in support offered
* Not cause damage to school property
* Respect others regardless of ethnicity, size, age, disability, culture, religion, sexual orientation and gender identity
* Not engage in fighting and/or bullying
* Use appropriate language when speaking to others
* Follow staff instructions and reasonable requests
* Seek support in an appropriate manner
* Not bring weapons or anything that could be used as a weapon onto the site
* Not bring drugs, harmful or illegal substances, including alcohol, onto the school site
* Complete the ‘Home School Agreement’ (see appendix 2)

**Dress Code**

Whilst there is some flexibility regarding uniform, students are expected to wear clothing that is appropriate for a school environment and that will not distract or impede the learning of others.

In Primary, the agreed dress code is as follows:

* Black Sweatshirt- provided by school in first instance
* Polo Shirt/ Plain Shirt/ T Shirt (Plain)
* Dark trousers
* Black footwear

In secondary, there is more flexibility although students are provided with a black sweatshirt. Clothing worn must not have any offensive logo’s and should cover any body parts which when displayed could be deemed sexualised or inappropriate.

**Electronic devices**

Mobile phones, MP3 players and other electronic devices should not be brought into the centre. If students do bring devices with them they should be handed in at the entry gate for safe keeping. Students who refuse to hand over these devices will be refused entry to the site and their absence will be recorded as unauthorised.

**Break & Lunchtime**

All students are expected to stay on the school site during their timetabled provision. Lunch is provided in the canteen and there are activities available for students during breaks and lunchtime. The basic behaviour expectations set out previously are also applied during break and lunchtime.

**Entry To The Site**

All students are searched for banned items on entry to the site. Any student who refuses to be searched or repeatedly refuses to hand in banned items will be refused entry to the site and their absence will be recorded as unauthorised. Any items handed in or removed from students will be stored in a secure, safe place and returned at the end of the school day providing they are not illegal or illegally obtained (see Searching, Screening & Confiscation Policy).

**Rewards**

At Sheffield Inclusion Centre we place great emphasis on developing and modeling positive behaviour. To encourage these behaviours we use a system which rewards students who display positive behaviour aspects.

In Primary, students are issued rewards on both a class and individual level.

**Dojo’s**

Dojo’s are awarded as an instant recognition of positive behaviour. Dojo’s is a points based online system. Students accumulate ‘Dojo’s’ throughout the day for their class. When the class reaches 500 Dojo’s they are given a whole class reward such as a hot chocolate drink, a trip etc.

**Ticks**

Students are awarded up to 3 ‘ticks’ for a morning session and 3 for an afternoon session. Once accumulated, these ticks lead to individual rewards such as playing with a selected toy, computer time etc.

In secondary, students are issued points throughout the day for displaying positive behaviours.

**Points**

Points are recorded on SIMS, the accumulation of which is used to issue specific rewards depending on the number of points achieved.

Points are awarded for:

* Good effort in class – red 1 point, amber 3 points & green 5 points
* Good behaviour in class - red 1 point, amber 3 points & green 5 points
* Attendance – 5 points
* Punctuality – 2 points
* Achieving the behaviour focus – 10 points
* Achieving the literacy focus – 5 points
* Good behaviour at break/lunchtime – 5 points

**Additional Positive Behaviour Strategies**

When students successfully make a positive contribution and meet or exceed expectations we reward this in the following ways:

* Verbal praise
* Good news postcards
* Positive phone calls home
* Positive letters home
* Positive Praise Board in Common Room/Primary corridor
* Certificates given out in assembly
* Celebration of work in each class
* Specific behaviour focus rewards - vouchers

**Reward Types**

The type of rewards issued have been discussed with students so that an appropriate range of rewards are available and meet the needs of the majority of students. The type of rewards available, but not limited to, are:

* Termly trips
* Half termly trips
* Vouchers
* Food based rewards
* Time to participate in selected activities e.g. films

**Responses**

At the Sheffield Inclusion Centre, we expect all students to behave in a manner which encourages and motivates all to learn effectively. Students who are not meeting our expectations will be dealt with appropriately in order to help them address their behavioural issues.

All staff at the centre are ‘Team Teach’ trained and are able to deal effectively with a range of behaviour issues. However, a preventative approach is favoured and staff are actively encouraged to use de-escalation strategies to support learners (see appendix 3) to reduce the risk of escalation to crisis point.

Behaviours are logged via SIMS to enable staff to build up a picture of student behaviour and monitor triggers and crisis points. Behaviours should be recorded by all staff and should include those which occur outside the classroom.

When students behaviour does not meet the expectations of the centre, appropriate ‘Responses’ to this behaviour are issued which support both the student and the learning of the other students in the centre (see appendix 4). These responses include:

* Verbal reprimand
* De-escalation strategies
* Restorative conversations
* Logical consequences
* Letter sent to parent/carer
* Short time out & return to class
* Removed from class to reflection room
* Catch up session
* Twilight sessions
* Fixed term exclusion

In cases where student behaviour is having a significant and persistent impact on the day to day running of the centre, students may have their timetable reduced. This is reviewed on a fortnightly basis with a view to increasing the timetabled provision at the earliest opportunity (see attendance policy).

**Serious Offences**

To ensure an ordered and safe environment for all, there are some rules to which everyone must adhere to and, if broken, will be treated as very serious matters and couldresult in a fixed term exclusion from school.

**These include the following:**

* + - Behaviour that places the student or others in danger
    - Setting off the fire alarm other than in an emergency
    - Any form of physical or verbal abuse, including gathering in a large group intending to intimidate others
    - Bringing into school any harmful or illegal substances, including drugs, alcohol and fireworks
    - Bringing on the school premises any type of weapon, including any type of knife/penknife or any type of gun, including toy guns and replicas - this also applies to homemade weapons and other items which could be used as a weapon.
    - Using aggressive foul language directed towards staff
    - Malicious allegations against a member of staff
    - Serious physical assault against another person (student or member of staff)
    - Any other extreme misbehaviour which is deemed outside the remit of the normal range of sanctions

**Recording Serious Incidents**

All staff are responsible for contributing to and/or recording serious incidents. Initially, the incident should be recorded via SIMS with an appropriate ‘action taken’ recorded. This can be altered if the incident warrants a more serious response. A ‘Serious Incident Report Form’ (see appendix 5) should be completed which gives details of the incident and the staff response to the incident. This should be completed within a 24-hour period and must be completed in all cases of students being held/restrained. For support regarding the completion of Serious Incident Report Forms please see the Care Team Lead.

**Readmission Post Exclusion**

Following all fixed term exclusions, students are expected to attend a readmission meeting with their parents/carers before being readmitted to school (see appendix 6). The purpose of this meeting is to discuss any issues arising following the exclusion, the reasons for the exclusion and to establish whether a change in provision is necessary or any additional support is required. If parent/carers are unable to attend the reintegration meeting, the meeting should take place with the student and parents/carers should be contacted so that their view can be taken into consideration. Students should not be allowed or encouraged to ‘stay at home’ on an extended exclusion if parents are unable to attend the meeting.

**Use of Physical Intervention**

At times, it may be necessary to use physical intervention to ensure the safety of students and staff. This type of intervention is used as a last resort, when all forms of de-escalation have been exhausted (see Positive Handling Policy).

**External Agencies**

Depending on the seriousness of an incident, it may be necessary for the school to contact external agencies such as the police, either for support or to report a crime. In these circumstances, parents/carers will be contacted as early as possible and informed of the decision to involve other agencies. In all cases where a criminal act has taken place or is suspected, the police will be contacted.

**Support Strategies**

For students who continue to display challenging behaviour or who require additional support there are a number of additional support strategies that are available to help the student become successful in managing their own behaviour.

**Learning Mentors**

The Learning mentors work with students in small groups or on a one to one basis. They can provide support/interventions for a wide range of issues including:

* + - * Anger management
      * Bereavement
      * Transition issues
      * Friendships and relationships
      * Divorce
      * Academic support
      * Specific SEN needs
      * Drugs and alcohol support
      * Smoking cessation
      * Sexual health & contraception

All referrals made are discussed, prioritised and allocated at the Safe and Wellbeing meeting

**Therapeutic Support**

The school has access to a Drama Therapist, SALT and Unravel. Students who have been identified as having complex needs may be referred for these services. Work is completed over a set period of time and is reviewed regularly to ensure students are making progress. Staff are also involved in regular training to ensure that these aspects are supported and developed within the classroom.

**Khulisa Project**

Khulisa is a project which works with young people in schools, prisons and in the community to help them understand and tackle the root-cause of their sometimes violent and anti-social behaviours. This is done by placing wellbeing at the heart of rehabilitation and by providing intensive therapeutic support and mentoring, which builds self-awareness and emotional resilience. Students are selected for the Khulisa project based on their behaviour both in centre and in the community, and is specifically targeted at those who are involved in known criminal activity or those who are likely to be drawn into criminal activity.

**Serious Incident Response Structure – Appendix 1**

Incidents in school should be dealt with in the first instance by teaching/support staff. If all attempts to resolve a situation have been exhausted and the incident has escalated and could/has become serious, the member/s of staff involved should escalate the response following the diagram below:

**Headteacher**

**Assistant Headteacher – Personal Development**

**Deputy Headteacher**

**Care Team**

**Care team Lead**

**Class/Support Staff**

**KS Leads**

**Primary/KS3/KS4**

Provide support for individuals and amend timetables if necessary

Debrief class/support staff following incidents

Provide support for individuals following serious incidents and readmission post exclusion

Provide support for the care team and deal with serious incidents including referral to SLT if necessary

Remove students from the situation if necessary and provide support & reflection time followed by reintegration

Make decisions regarding exclusions depending on the seriousness of the incident

**Learning Mentors & Care Team**

In the absence of the KS Lead/Inclusion Lead please refer any issues to the AHT – PD.

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**Home School Agreement – Appendix 2**

AtSIC we offer young people the opportunity to achieve, to raise their self-esteem, confidence and social skills and to see the value in learning.

The purpose of this Home School Agreement is to ensure that we work together to benefit all our learners.

# The school’s responsibilities are:

* To prepare students for and support them through reintegration (to either mainstream or special school) following a permanent exclusion.
* In the case of students in Key Stage 4 who cannot return to mainstream school, the successful transition of students from Year 11 to either continued full-time education at Key Stage 5, work based training or employment.
* Create a challenging learning environment to develop each student’s talents
* Care for each student and raise self-esteem
* Encourage and reward good attendance, progress and behaviour
* Provide a safe, secure and well-ordered environment
* To encourage regular communication between home and school

# Parent / Carer’s responsibilities are:

* I have read and agree with the school’s prospectus.
* I accept and support the school aims and values as stated in the prospectus.
* I recognise and support the school expectations of my child.
* I will make sure my child attends regularly and on time.
* I will check that uniform is worn every day.
* I will support the school in dealing with challenging behaviour in line with the school’s policies.
* I have read and understand the E-safety Policy.
* I will keep the school informed of changes at home, including contact details.

# Name……………………………………Signed…………………………………… Parent / carer

**Student’s responsibilities are:**

# I will attend school on time every day.

* I will wear correct school uniform every day.
* I will always listen, take part and attempt work in lessons.
* I will co-operate with and respect others and their property.
* I will follow the community expectations and classroom rules.
* I will stay safe.
* Follow requests made by members of staff and seek help when needed.
* I will hand over my mobile phone when I arrive at school and collect when I leave.

Our school aims to ensure that all personal data on file about pupils, parents and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation (GDPR)](https://gdpr-info.eu/).   
Name ………………………………..…Signed………………………………………. Student

**De-escalation Strategies – Appendix 3**

**Pro-active Approaches**

* Wear something odd – great distraction technique
* Learn a magic trick
* Carry something unusual in your pocket
* Keep up to date on the things children are interested in
* Noticing behaviours early and having a bank of objects (fiddle toys) instantly available
* Simple positive messages – “Josh, nice walking, thank you” NOT “Could you stop running please?” or “What should you be doing now?” instead of, “Stop messing around “
* Have clear and consistent rules, routines and boundaries
* Instant praise/reward for desired behaviours E.G stickers, ticks, points or verbal praise
* To gain desired behaviour without highlighting the negative behaviour, praise and reward the appropriate behaviours of others, e.g. when a child is swinging on their chair, “I really like how you’re sitting on your chair” (to another child that is sat appropriately)
* Use appropriate humour
* Communicate – “Talk and I’ll listen”
* Inform of desired behaviour

**Pre-escalation Strategies**

* Have clear rules/limits around any de-escalation object or area
* Give the illusion of choice - safe spaces, when a child is angry give them two options of where to go, making them feel that they are in control
* Intervene early
* Display CALM stance & body language
* Talk low, slow and quietly
* Offer reassurance – including positive physical prompts
* Divert and distract by introducing another activity or topic
* State desired behaviours clearly
* Set clear enforceable limits
* Offer clear choices
* Give a get out with dignity

**Pre/During Crisis**

* Assess the situation and consider making the environment safer and getting help
* Guide the elbows towards safety
* Moving furniture and removing weapon objects
* Guide assertively – hold or restrain if absolutely necessary
* Change of face
* Create new learning environment
* Offer the use of a calm space (sofa/quiet room)

**Group Control**

Good group control is an integral aspect of effective work with young people. If there is no order to group functioning, then neither individual, nor group objectives can be met.

**Positive Strategies**

* Be on time - starting & finishing on time are very important, this sends signals to children about the importance & value that the adult places upon the activity/lesson & makes colleagues’ tasks easier
* Settle the group to its task with as little delay as possible
* Clearly state the expected task, which must be relevant to the ability & interest levels of all the children
* Check that you have been understood
* Try to be clear & decisive
* Address & resolve situations- don’t let them drag on or escalate without attention
* Be alert to what is going on & ensure that your attention is distributed across the whole group. Scan the group regularly
* Relate to all the children by verbal exchanges & social re enforcers, such as eye contact, facial expressions & nods

**Don’t**

* Be unclear & hurried in speech or actions
* Overreact
* Issue complicated instructions
* Show favouritism or be inconsistent
* Use ridicule or sarcasm
* Have inappropriate expectations
* Belittle effort or endeavour
* Send children off in numbers or a state, that would be problematic for someone else
* Try not to shout – young people get habituated to the volume, use it for effect

**Attitude & Approach**

Staff members’ attitude & approach in all situations affects the quality of relationships with Students. In situations of rising tension, staff attitude & approach is crucial. It can improve or complicate the chances of success.

**Do**

* Appear calm & collected if possible – you are communicating messages
* Be clear & firm about boundaries of acceptability
* Show a non- biased nature & be aware of self-fulfilling prophesies & labelling
* Be prepared to listen
* Know when the situation is in stalemate. Don’t create a win – lose situation without it being a calculated decision
* Be flexible in thought & response. Use indirect technique
* Spontaneously provide a range of roles, from dominance to reflective support
* Value people as individuals
* Be a sensitive objective observer who can make valid diagnoses and wherever possible, show trust & allow Students to resolve their own problems

**Don’t**

* Be fooled into thinking you should always be able to deal with any situation
* Expect colleagues to do without your support
* Be unfair or hostile
* Use high tariff intervention where low tariff will suffice
* Inflate the situation out of proportion
* Allow yourself to be wound up
* Carry on, if you know you are wrong
* Re-start the argument or incident once calm has been achieved
* Use unnecessary peer group pressure

**Non-Verbal Behaviour**

The primary reason for using & interpreting non- verbal signals is to reinforce positive behaviour quietly, but frequently; to de-escalate at a very early stage, or to signal low key staff involvement. Once sent, there will normally be a response. Similarly, acknowledging such signals from a student or the group, also enables low key responses from staff.

**Do**

* Make an attempt to look at an individual when you are making an important point; intermittent eye contact is very powerful
* Be aware of the signals given out by your body position & posture
* Try to sit down
* Nod your head to indicate attentiveness
* Smile – particularly to show agreement
* Be aware of the physical distance between yourself & others & the message it conveys
* Raise your eyebrows to question
* Use hand, shoulder & whole body gestures to support discussion
* Use appropriate physical contact as reassurance
* Seek signals that your message has been correctly received

**Don’t**

* Invade personal space
* Use staring, threatening eye contact
* Stand over Students in a threatening manner
* Appear to lack confidence
* Appear tense
* Retaliate with physical gestures
* Use inappropriate physical contact with any child
* Be oblivious to signals within the environment
* Remain static
* Appear intimidated

**Verbal Behaviour**

Verbal communication operates at many levels within the teaching, caring & therapeutic processes at school. It is probably the most important tool staff have, in helping young people towards personal growth and, employed correctly, the most powerful de-escalation skill staff have in their possession.

**Do**

* Acknowledge the existence of a problem – check for anxiety (however it is manifested)
* Give reassurance & offer support
* Be aware of voice quality, pitch & power; make good use of pauses, allow take–up time
* Paraphrase what has been said & check back with the child that it is accurate
* Present facts or issues which may not be known to the child
* Draw upon personalisation & former relationship factors - invoke the norm of reciprocity
* Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices & alternatives. Always provide an “escape route “
* Use the word “we” in discussion & explain that the solution can be a “together “ one
* If you can, offer “If I were you ……, but it’s up to you “, programming leads
* Identify the options – give two, with the preferred choice always last

**Don’t**

* Ever place the young person in a position of no escape
* Use destructive criticism, sarcasm, belittling methods to humiliate
* Remind the child of previous incidents
* Use personal details in front of a group
* Make unrealistic threats
* Make insensitive remarks
* Lose your temper
* Make, “YOU WILL” statements
* Allow the, “You can’t make me - I won’t”, type situations to develop
* Get involved in “You did – no I didn’t”, type arguments
* Argue with other adults present

**Behaviour Responses – Appendix 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Behaviour | Responses | Log | Parental contact | Level |
| Lack of work, poor behaviour, disruption of learning | * Discussion with student * Restorative conversation | Behaviour logged and action taken recorded via SIMS | Parent/carer contacted via phone | Classroom staff |
| Persistent poor behaviour and disruption of learning | * Letter sent to parent/carer * Short time out & return to class * Removed from class to reflection room * Catch up session | Behaviour logged and action taken recorded via SIMS | Phone call to parents to inform them of the issues and a letter sent confirming the conversation | Classroom staff |
| Poor behaviour and disruption of learning that impacts on the day to day running of the centre | * Part time timetable * Twilight session (2 week limit) | Behaviour logged and action taken recorded via SIMS  Temporary timetable changes discussed at Provision Meeting and sent to S Brookfield via email | Phone call to parents to inform them of the issues and a letter sent confirming the change to timetable/exclusion  Part time provision paperwork completed | KS Lead & Inclusion Lead |
| Persistent disruption that impacts on the day to day running of the centre | * Fixed term exclusion | Behaviour logged and action taken recorded via SIMS  Attendance officer informed and exclusion logged appropriately | Phone call to parents to inform them of the issues and a letter sent confirming the exclusion  Reintegration meeting set up | SLT |
| Major incidents – Serious assaults on staff/students, use of weapons etc | * Fixed term exclusion | Behaviour logged and action taken recorded via SIMS  Attendance officer informed and exclusion logged appropriately | Phone call to parents to inform them of the issues and a letter sent confirming the exclusion  Reintegration meeting set up | SLT |



**Serious Incident Report Form – Appendix 5**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: | |  | | | | | | | | | Date & Time of Incident: | | | |  | | | | | | | | Date of Report: | | |  | | | | |
| Year Group: | |  | | | | | | | | | Subject & Period: | | | |  | | | | | | | | CCTV Available: (Admin only) | | |  | | | | |
| Staff Involved: | |  | | | | | | | | | Location of Incident: | | | |  | | | | | | | | Log Number: (Admin only) | | |  | | | | |
| **Description:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lead up to the incident: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details of the incident: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Level 1** | | | **Level 2** | | | **Level 3** | | | | | | **SIR Required** | | | | | | | | | | | | **SIR Completed** | | | | | | |
|  | | |  | | |  | | | | | | Yes | | | | | | | No | | | | | Yes | | | No | | | |
|  | | | | | | |  | | | | |  | | |  | | | |
| **Were there any injuries?** | | | | | | | | | | | | **Victim** | | | | | | | | | | | | **Perpetrator** | | | | | | |
|  | | | | | | | | | | | | Male | | | | | | | Female | | | | | Male | | | Female | | | |
|  | | | | | | |  | | | | |  | | |  | | | |
| **Behaviour Type:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Risk to self | | | | | |  | | | Risk to others | | | | | | |  | | | Risk to physical environment | | | | | | | | | | |
|  | Physical harm | | | | | |  | | | Racism | | | | | | |  | | | Risk to psychological environment | | | | | | | | | | |
|  | Fight | | | | | |  | | | Assault on student | | | | | | |  | | | Assault on staff | | | | | | | | | | |
|  | Self-harm | | | | | |  | | | Bullying | | | | | | |  | | | Damage to property | | | | | | | | | | |
|  | Absconding | | | | | |  | | | Other – please specify below | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Time taken to** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| < 5 mins | | | | < 10 mins | | | | < 20 mins | | | | | | < 30 mins | | | | | | | < 40 mins | | | | < 50 mins | | | Over 60 mins | | |
|  | | | |  | | | |  | | | | | |  | | | | | | |  | | | |  | | |  | | |
| **Follow up:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Restorative conversation | | | | | | | | | | | | | |  | | | Therapeutic intervention | | | | | | | | | | | | |
|  | Moved location | | | | | | | | | | | | | |  | | | Twilight timetable | | | | | | | | | | | | |
|  | Contact parents/carers | | | | | | | | | | | | | |  | | | Part time timetable | | | | | | | | | | | | |
|  | Returned to class | | | | | | | | | | | | | |  | | | Alternative provision | | | | | | | | | | | | |
|  | Logical consequence | | | | | | | | | | | | | |  | | | Fixed term exclusion | | | | | | | | | | | | |
|  | Other – please specify below | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Final outcome:** | | | | | Satisfactory | |  | | Unresolved | | | |  | | **Completed by:** | | | | | | |  | | | | | | | **Date:** |  |
| **Signed:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | |



**Re-admission Post Exclusion – Appendix 6**

Please complete this form for **ALL** students during their re-admission meeting after an exclusion from the centre. If necessary, the part time timetable paperwork will also need to be completed and appropriate review meetings scheduled.

Name : Year:

Reason for exclusion No of days

|  |  |  |  |
| --- | --- | --- | --- |
| **Does the student require?** | **Yes** | **No** | **N/A** |
| A referral to external agencies |  |  |  |
| A reduced/modified timetable |  |  |  |
| A behavioural support plan and additional review |  |  |  |
| Specific intervention program |  |  |  |
| Academic support |  |  |  |

Please ensure the following questions are answered and understood by all parties

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Does the student understand the reason for the exclusion? |  |  |
| Does the student accept that their behaviour/actions were inappropriate? |  |  |
| Is the student willing to comply with the school rules? |  |  |
| Does the student agree with the targets which have been set? |  |  |
| Do the parents/carers agree with the targets which have been set? |  |  |
| Does the student understand the implications of failure to comply with the targets? |  |  |
| Do all parties agree to the re-admission of the student? |  |  |

**Targets**

**1.**

**2.**

**3.**

**Additional Comments**

**Student Parent/Carer**

**School**