
Pupil Behaviour and School Discipline Policy

Beverley High School



Date: March 2019

This policy document is available in a variety of formats in line with the Disability and Equality Act 2010. It is available as a hard copy from the School Office or can be found on the School website at

www.beverleyhigh.net

PUPIL BEHAVIOUR AND SCHOOL DISCIPLINE POLICY

The Governors and Staff of Beverley High School fully recognise the importance of safeguarding children and play a full and active part in protecting pupils from harm. In developing the Pupil Behaviour and School Discipline Policy, due consideration has been given to the Beverley High School Child Protection Policy and the East Riding Safeguarding Children Board procedures.

Introduction

Good behaviour is essential to successful teaching and learning and to maintaining a positive school ethos. Maintaining good behaviour is the responsibility of everyone involved in the school community. It is expected that parents and carers will support staff in this endeavour.

Links with other policies

It should be noted that this policy does not stand alone but is written in conjunction with a number of other school policies/documents, amongst them are:

Child Protection Policy	Drug and Substance Misuse Policy
School Dress Code	Independent Learning Policy
Whole School Attendance Policy	Home School Agreement
Anti-bullying Policy	Equal Opportunities Policy
Exclusions Guidance	SEND Policy
Race Equality Policy	E Safety Policy
Educational Visits Policy	Complaints Procedure
Rewards Policy	New and Emerging Technologies Policy

Principles of the Policy

- that education should foster respect for the nature and dignity of each person.
- that each person within the school community has the right to a safe and secure environment.
- that a well ordered and supportive community is necessary to allow each person to reach their potential.

Aims of the Policy

The purpose of this document is to encourage a consistency of approach amongst staff to dealing with poor behaviour, in addition, setting clear guidance for pupils and parents/carers. These expectations will also apply when a pupil is representing the school, for example, on school trips, work experience or during the journey to and from school. Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Typically, this would include such incidents when pupils were in school uniform or representing the school in some other way. This does not mean that the school has responsibility for the behaviour of students on mobile devices/social media and outside of school hours, during the school holidays or at the weekends. During this time, young people are the responsibility of their parents.

Specific Aims

- to create an orderly atmosphere for effective teaching and learning.
- to establish clear expectations as to what constitutes positive behaviour.
- to promote respect for others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- to promote an anti-bullying ethos.
- to work in partnership with pupils, parents/ carers and outside agencies to promote the above.

Expectations for members of the Beverley High School Community:

- to be courteous, honest and fair in our dealings with each other.
- to co-operate with each other to ensure that everyone can achieve their full potential.
- to create a pleasant environment and atmosphere for people to work in.
- to be considerate and aware that what we say and do has an effect on others.
- to treat the property and equipment of all those in the community with respect.

SCHOOL DISCIPLINE

At Beverley High School we recognise that a positive and supportive approach helps to foster good behaviour. Positive and constructive modelling of expected behaviour from staff, parents/carers and pupils is often sufficient to prevent the majority of unacceptable behaviour. This document contains information and guidance on how to maintain this and to manage unacceptable behaviour.

There are a range of strategies that staff use to maintain a positive working environment. These might include:

- Well planned and engaging lessons.
- High quality, Wave 1 intervention (differentiation and meeting the individual needs of pupils).
- Clear expectations, consistently and fairly applied.
- Not ignoring low level disruption.
- Consideration of seating plans.
- Verbal and non-verbal indications of disapproval.
- Specific praising for those that have followed an instruction as a hint to others.
- Use of rewards such as positive contact home and celebration events.

It is good practice to share effective strategies.

It is important that relatively mild sanctions are not bypassed as this leaves the school with limited flexibility in more extreme situations. Pupils should learn from experience and expect fair and consistently applied sanctions for poor behaviour which make the distinction between serious and minor offences apparent. The sanctions are designed to achieve a modification in the pupil's future

behaviour. Threatening sanctions or actions that leave little room for manoeuvre are best avoided and likewise it is better to identify individuals than to administer generalised group punishments which can lead to a sense of injustice. Beverley High School does not support the use of whole-class detentions.

Staff should endeavour to ensure that pupils are kept within the classroom if at all possible. Staff will exercise their professional judgement to decide upon the most appropriate form of sanction within the context of this policy, which may require a pupil to be removed from the classroom. Teachers should ensure that rules are applied consistently by all members of staff, but it is essential that there should be flexibility in the use of sanctions to take account of individual circumstances.

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self- esteem and self- discipline
- Teach appropriate behaviour through positive interventions

Consistent cultures of excellent behaviour management

There is no instant solution or short cut to dealing with and tackling poor behaviour. It is not possible to provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

All staff

1. **Meet and greet** at the door whenever possible.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. Use a **visible recognition** mechanism throughout every lesson.
5. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
6. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
7. **Never ignore** or walk past learners who are behaving badly.

Form Tutors

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

Form Tutors will:

- Act as 'first port of call' for pupils and parents
- Carry out daily uniform checks and associated procedures
- Liaise and communicating with Parents, Year leaders and Well- Being team
- Accompany pupils to assembly and remind pupils of assembly expectations
- Encourage forms take pride in their form rooms and other shared spaces
- Ensure that forms are kept up to date with expectations, clubs and news
- Carry out planned activities in registration time – reading, discussion topics etc.
- Regularly celebrate members of their form whose efforts go above and beyond expectations

Middle leaders

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

Middle leaders will:

- Meet and greet learners at the beginning of the day whenever possible
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on follow up meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of praise and rewards
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Senior leaders

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

Senior leaders will:

- Take time to welcome learners at the start of the day whenever possible
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are specific rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

School level

1. Verbal praise and positive contact home
2. Use of recognition for success at whole school level. E.g. attendance, punctuality, annual awards, passport to prom
3. Celebration events

Department level

1. Verbal praise and positive contact home
2. Use of recognition of success
3. Nomination for departmental awards

Classroom level

1. Verbal & written praise
2. Use of recognition of success
3. Positive contact home

Managing behaviour in departments

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

The reminder

A reminder of the expectations for learners delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is.
- Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next.
- If there are comments, as you walk away write them down and follow up later.

We should resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room and be sent to Departmental Withdrawal. If appropriate, a member of 'On Call' will escort the learner to a workspace outside the teaching room.

The follow up

- the teacher should always endeavour to "follow up" a behaviour incident with the pupil themselves
- arrange to discuss with the pupil – it can be helpful to have another member of staff present for support

-
- outline the behaviour you want to see in the future and agree that there will be a fresh start next lesson

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

See appendices for levels of monitoring and detail on sanctions

Behaviour for excellent teaching and learning – One -page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Consistencies:

- 1 **Meet and greet** at the door whenever possible.
- 2 **Model** positive behaviours and build relationships.
- 3 **Plan** lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for **positive recognition** is used in each classroom throughout the lesson.
- 5 Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- 6 **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- 7 **Never ignore** or walk past learners who are behaving badly.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations, delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Intervention 1 - Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Intervention 2 - Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Intervention 3 – Departmental Isolation	At this point the learner will be referred internally to another room in the department for the remainder of the lesson.
6) Follow up	A follow up/restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7) Formal Meeting	A meeting with the teacher, learner and Head of Department, recorded on a blue slip with agreed targets that will be monitored over the course of two weeks.

A **Serious Breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include payback, detention and Internal Exclusion.

Appendix 1

Classroom Behaviour Procedures

In order to deter more persistent low level disruptive behaviours in the classroom staff should follow the behaviour procedures below in addition to good classroom management techniques and following the guidance in this policy.

Intervention 1:

A warning/sanction might be given for persistent low level disruption or a single incident that has the effect of disrupting learning. Behaviours might include repeated interruption through talking or calling out; being off task or disturbing others; answering back; rude or discourteous behaviour to others or failure to follow instructions. This must be logged on SIMS as a level 1 behaviour point under the most appropriate heading.

Intervention 2:

Following an initial sanction, the pupil continues to disrupt learning. This may be for similar behaviours as the original behaviour point or a new inappropriate behaviour and a further sanction should be issued. Where appropriate the pupil may be sent out of the room for a period of up to 5 minutes to consider their behaviour (usually 3 minutes is sufficient). This must be logged on SIMS as a level 2 behaviour point, even if it is for a different reason under the most appropriate heading.

Intervention 3:

If the pupil continues to disrupt learning, despite previous warnings and sanctions, then the pupil may be sent to Departmental Isolation. This must be logged on SIMS as a level 3 behaviour point under the most appropriate heading.

The pupil can also be put in afterschool detention. The issuing department must inform the pupil of the detention and this must be logged on SIMS. If the pupil does not arrive, this should be followed up by the Head of department and senior teacher detention given.

Internal Exclusion:

If the pupil further disrupts learning in the new class, the Head of Department or AYL can send the pupil to Internal Exclusion.

The pupil may also be given a SLT detention if this is considered necessary.

Parents will be informed by letter of the incident which led to the pupil being placed in Internal Isolation.

In the case of repeated refusals to follow staff instructions or leave the room, please send for an AYL or a member of the Senior Leadership Team (SLT) using the On-Call system. At this stage it may be necessary for the rest of the class to be removed from the room to isolate the individual. If at any point you feel that the safety of the class is compromised, you may make the decision to remove the group prior to the arrival of an AYL or member of the SLT.

At each stage the pupil should be clearly informed of the reason for being given a warning/sanction and any subsequent warning/sanction. The pupil should be given every opportunity to modify their behaviour and should not be punished multiple times for the same incident.

If a significant behaviour incident occurs the Assistant Year Leader, Year Leader or a member of the Senior Leadership Team should be called to deal with the situation. Details of the incident must be recorded on a Blue Slip for incidents such as refusal or a Red Slip for a potentially major behaviour incident.

School Level Behaviour Monitoring and Intervention

Stage 1: Form Tutor Monitoring and Praise:

FT/YL/AYL will identify pupils who require Form Tutor monitoring. Pupils at this stage will report to their Form Tutor for a minimum of two weeks. Form Tutors should meet with the pupil once a week, following an initial meeting to agree an action plan. Pupils will have up to 3 targets to meet. Form Tutors will support pupils by rewarding for progress towards the targets and discussing lack of progress/agreeing new targets as appropriate. At the end of each week a text should be sent home by the Form Tutor to inform parents of the behaviour of their daughter for that week. This should be positive wherever possible.

Stage 2: Year Leader/Assistant Year Leader Monitoring:

Pupils that accrue a significant number of behaviour points (or 10 or more in a rolling two - week cycle) will be monitored by the AYL/YL. The monitoring will follow the same procedure as above. At the end of each week a text should be sent home by the AYL/YL to inform parents of the behaviour of their daughter for that week. This should be positive wherever possible.

Stage 3: Year Leader/Assistant Year Leader intervention programme:

If a pupil demonstrates continued or worsening poor behaviour they will be given intensive support from the YL and/or AYL. YL/AYL will arrange to meet the pupil a minimum of once weekly. The AYL/YL may consider it necessary to invite parents in to school to discuss the pupils' current behaviours and interventions. The YL/AYL will provide positive and negative feedback to parents a minimum of once weekly via email, text or a phone call as arranged with the parents. It may be necessary to make a referral to external agencies such as EHASH, PET or YFS. At the end of each week a text should be sent home by the AYL/YL to inform parents of the behaviour of their daughter for that week. This should be positive wherever possible.

At the end of the programme, YLs in conjunction with the AYL will decide to end the report, extend the report or move the pupil to a AYL intervention report. The AYL or YL will inform parents by letter or telephone conversation of the decision.

Stage 4: SLT monitoring (IBP):

Pupils with serious behaviour concerns and/or at risk of formal exclusion can be monitored by a member of the Senior Leadership team. The member of SLT will arrange to meet the pupil weekly (or more often if necessary). At the end of each week a text should be sent home by the member of staff to inform parents of the behaviour of their daughter for that week. This should be positive wherever possible.

The intervention process initiated by the AYLs will continue. The parents may be invited to school to discuss all interventions and potential future actions with SLT and Well Being Team (WBT). At this stage a referral may be made to more intensive support agencies such as the HUB. At the end of three weeks SLT in conjunction with the AYL and the WBT will decide to end the report and move back to another stage for a period to be decided or extend the report. The AYL or the AHT will inform parents by letter or telephone call of the decision, this would include praise if the pupil has modified their behaviour.

Further opportunities for intervention will be considered, such as adapted curriculum and/or external agencies support as is suitable for the individual pupil.

Stage 5: Pupils requiring significant additional support.

At this stage pupils' needs will be considered on an individual basis. It is likely that the pupil will have received a range of interventions from school and external agencies. The EP will be contacted and a Pastoral Support Plan (PSP) considered. The AHT will update the Head teacher as appropriate and the pupil or pupil and parents may meet with the Head teacher to discuss the situation and potential future actions.

Options that maybe available:

PSP

Fixed term exclusion

Managed Move

Planned Transfer

Commissioned Placement

Permanent Exclusion

At each stage a change in behaviour may lead to the time period of an intervention being extended or movement to lower levels of intervention.

At this stage there will be significant evidence to warrant this additional level of support.

In all cases due consideration for reasonable adjustment will be made. Pupils may enter the process at different levels appropriate to the behaviours or circumstances that are presented. The time at each level of the process will then be extended to allow the individual every opportunity and support to modify their behaviour in order to access a full and rewarding education. This process runs in parallel with all other school behaviour sanctions and a pupil may still receive a fixed term or permanent exclusion at any time as behaviours or circumstances warrant. This may result in a move to the appropriate level of monitoring and intervention without following all of the stages.

Appendix 3

Staff Recording Procedures

In the interests of Safeguarding for pupils and staff it is essential that staff record incidents, contact and meetings with parents and external agencies. Information, incidents and conversations are to be recorded on the following forms:

Green Slips:

To be used to record conversations/ meetings with parents, carers or external agencies. It is important to record that an attempt to contact a parent has been made in situations where a parent has requested contact or where it might be necessary to evidence that staff have attempted to pass on important information.

Yellow Slips:

To be used to share information/concerns regarding a pupil. This might be to record that a pupil has been distressed in a lesson, friendship issues, information about family such as bereavement or raising a concern. These slips should not be used to record behaviour concerns.

Any safeguarding concerns should be recorded on a yellow slip and be shared directly with one of the Child Protection Coordinators as soon as possible on the same day. If the CPCs are unavailable, the member of staff must report their concerns to the Head teacher.

CPOMS:

Blue Slips:

To be used to record the majority of behaviour incidents. Serious incidents require a red slip.

Red Slips:

To be used to record serious behaviour incidents; these are incidents that potentially could lead to an exclusion or have safeguarding implications.

Emails:

All email contacts with parents and external agencies should be printed and attached to the relevant slip for circulation.

It is essential that staff sign the slips with a legible signature. The slips should be dated and completed in black ink, coloured inks do not photocopy well and pencil can be erased/ altered. It is important to remember that data recorded can be requested by parents, carers and external agencies.

Appendix 4

Detention Procedure

In order to maintain high standards and expectations at Beverley High School, staff are able to place a pupil in a detention. Any sanctions and/or detentions should be applied in a timely manner. The options available to staff are:

Break-time Short Detention:

This should be for minor offences at the member of staff's discretion. These do not need to be logged centrally and it is the teacher's responsibility to arrange and supervise. Late detention takes place every day in the Hall.

Lunch-time Detention:

Examples of behaviour that is likely to incur a Lunch-time Detention are failure to produce Independent Learning tasks; repeated behaviour patterns over several lessons that might not warrant removal from the lesson; a one off incident of rudeness or being disrespectful to others or failure to produce an acceptable amount or standard of work during a lesson. All Lunch-time detentions will be recorded on the SIMS monitoring system by the member of staff setting the detention but will not require a letter home. The detention will begin at 1pm till 1.25pm; the venue will be decided by the member of staff setting the detention. Departments have set departmental detention days and can, if they choose, establish a rota for supervising the detention. This may involve cross- departmental working.

After-school Detention:

Examples of behaviour that will incur an after-school detention are; failure to attend a lunch time detention; being removed from a lesson to Departmental Isolation or Internal Exclusion, as a sanction for more serious behaviour incidents or at the request of the Wellbeing Team, Year Leaders, Pastoral Managers or Heads of Departments and for repeated lateness to school.

All After-school Detentions will be recorded on the SIMS monitoring system by the member of staff setting the detention. Parents should be sent a letter or text to confirm details of the detention. The date of the detention must therefore be set with sufficient notice for a letter to be posted. It is the responsibility of the member of staff setting the detention to either lead the detention or ensure that it is covered. It may be necessary to have the pupil escorted to the detention. After-school detentions begin at 3.40pm until 4.10pm; the venue will be decided by the member of staff. The staff leading the detention must record the pupils' attendance on the SIMS system. Departments have set Departmental Detention days and can establish a rota for supervising the detention; see the rota of detention days at the end of this document.

Senior Leadership Team Detention:

A Senior Leadership Team Detention can be given as a sanction for failure to attend an After-school Detention and for serious behaviour incidents.

After school Senior Leadership detentions take place on Friday unless otherwise stated. The detention begins at 3.40pm until 4.40pm. Failure to attend a Senior Leadership Team Detention may result in an internal exclusion for a full school day. Full day Internal exclusions include the loss of all social time for that day and the school day does not finish until 4pm.

Truancy

Pupils who truant should be placed in departmental detention and made to catch up on work missed. Parents should be contacted by the class teacher and escorted to the detention by either the class teacher or other appropriate member of staff. Where a pupil truant for the whole school day, they will be placed in Internal Isolation for a full day.

Please note that we aim to be consistent but it is essential that there should be flexibility in the use of sanctions to take account of individual circumstances.

Lunch-time Detentions take place on the following days:

Monday	Maths	MFL	History		Late
Tuesday	DT	English	PE	Music	Late
Wednesday	DT	Maths	MFL		Late
Thursday	English	PE			Late
Friday	Science	Art	RE	ICT	Late

After-school Detentions take place on the following evenings:

Monday	Maths	Drama		
Tuesday	PE	Technology	Year Leaders	
Wednesday	Science	Art		
Thursday	Humanities	English	MFL	Music
Friday	SLT			

Appendix 5

Departmental Isolation/Whole School Internal Exclusion Procedure

Departmental Isolation

Each department should have their own support timetable listing rooms for Departmental Isolation for each period. This enables all staff, including HODs to isolate pupils within the department if their behaviour is seriously disrupting the learning of others. A pupil will have received several sanctions by this stage. Should a pupil be involved in a more significant behaviour incident then the AYL or SLT member should be called and a decision to remove the pupil to Departmental Isolation or Internal Isolation will be made. If a pupil continues to disrupt learning or present inappropriate behaviours in departmental withdrawal then the HOD, YL, AYL or SLT can send them to Internal Isolation. This should be logged in SIMS. Any pupil that is sent to Departmental Isolation can be placed in a Departmental After-school Detention.

Departments may still make arrangements to move pupils within departments to manage behaviour, complete assessments or as a temporary intervention. If it is used to moderate behaviour or as an intervention, then this should be logged using the school's recording system. There is also an opportunity during the report window to log intervention.

For each Departmental Isolation a letter or text should be sent home to inform parents/carers. The Department can also set an after-school detention as a sanction.

Internal Isolation

A pupil can be sent to Isolation as a sanction for the following reasons:

- For continued disruption to learning or poor behaviour in Departmental Isolation- (by HOD, YL, AYL or SLT)
- For serious incidents- (by YL, AYL or SLT)
- As an arranged sanction following a specific incident- (only by YL, AYL or SLT)

A blue or red behaviour slip must be completed by the member of staff who witnessed or was involved in the initial incident with the pupil. Internal Isolation is staffed by SLT and the WBT. Pupils in Internal Isolation for a full day work on a different school day to the rest of the school (finish at 4.00 p.m.), do not have access to the internet (unless requested by a member of staff) or their mobile phones. Pupils placed in Internal Isolation for a morning or a full day also lose their social time for that session/day.

Work can be sent for the pupil to complete. This should be work which the student can complete unsupervised. If there is no work available, then pupils will be set English, Maths and Science work. For each session of Internal Exclusion, a letter will be sent to parents specifying the length of isolation and reason.

Repeated sessions in Internal Exclusion will be monitored and may lead to higher sanctions and interventions in line with the Behaviour, Monitoring and Intervention Hierarchy document (Appendix 2).

Fixed Term Exclusion

Fixed term exclusions are used sparingly and only ever as a last resort by the school. Beverley High School seeks to retain pupils in lessons and/or learning wherever possible. If a pupil is excluded, parents are always informed in writing – this may also be preceded by a phone call from a member of staff. The letter will indicate the length and reason for the exclusion; as well as details of the reintegration meeting to be attended by both the parent/carers and pupil and the appeals procedure.

For serious one-off incidents, pupils may be offered Isolation in another local school setting as an alternative to a fixed term exclusion. This will always be done in agreement with parents/carers. Pupils excluded for longer than 5 school days will be hosted by another local school setting. Excluded pupils will be set work by the home school which should be handed in upon their return.

Reviewed Jan 2019