



Attitude to Learning Policy Last updated 20.1.10

For rewards please see Rewards Policy

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1. Aim of policy document

- To spread good practice
- To ensure consistent practice
- To make expectations clear to students, parents and staff

2. Aim of policy

- To achieve local and national renown for the integrity, honesty, strength and intelligence of our students
- To ensure the future success and happiness of our students

3. Ethos

At The Elmgreen School we believe that disruptive behaviour is an indicator that further (social) learning is necessary. In the same way that we do not punish students for making miscalculations in maths, we try to avoid solely punishing students for behaving in inappropriate ways. Instead we work with students to look for ways to solve problems and improve the student's future behaviour.

We endeavour not to exclude our students. Not simply because changing legislation seeks to reduce exclusions through more stringent controls but also because we believe that exclusion from a community is not a powerful driver of positive change. This is a view which is supported by most criminological research.

We are a strong team who provide very clear guidance for our students. When we do choose to issue a consequence we ensure that it is actioned.

We believe that the success of a school is dependent on the quality of its relationships. We therefore focus on creating relationships between students, parents and staff which are based on respect, care and a shared aim: The happy and successful future of our students.

We take behaviour seriously and will work together until our school is locally and nationally renowned for the integrity, honesty, strength and intelligence of our students.

4. Code of conduct and the 5 Golden Rules

The Elmgreen Way is very visible within the school. It is deliberately simple although many tutors take time to break down its four statements into more practical guidelines and rules.

The Elmgreen Way: At The Elmgreen School...

We look after ourselves

We look after each other

We look after our school

We look after our community

Get it RIGHT: 5 Golden Rules

Life is good when you get it RIGHT!

Remember pencil case and planner every day

Instructions should be followed *first time*

Get to school on time and looking good

Hands up for silence

Take responsibility for your actions

5. Key strategies at The Elmgreen School

- Restorative Approaches
- Solutions Focused Techniques
- SEAL (Social and Emotional Aspects of Learning)

6. How do we promote good working relationships and reward success?

- i. We work hard to create a curriculum which students find stimulating and relevant
- ii. We make expectations clear
- iii. We model expected behaviour so that students can follow our lead and adopt our behaviours.
Staff members are expected to be:
 - Able to listen actively
 - Calm
 - Consistent
 - Dedicated
 - Empathetic
 - High organised
 - Honest

- Objective
 - Polite
 - Principled
 - Punctual
 - Reflective
 - Reliable
 - Respectful
 - Strong
 - Thoughtful
 - Unerringly positive
- iv. We constantly reward positive achievements however big or small. Each member of staff is encouraged to 'catch students being good' in order that positive contributions are reinforced and recognised. Students making positive contributions are widely featured in wall images, newsletters and the website
- v. We minimise conflict wherever we can through the skilled use of conflict avoidance, management and resolution techniques

We reward students in all of the ways listed below:

Jack Petchey Awards

One award per month to recognise excellence. Nominations can be made by staff or students. Award winners receive £200 for their college, a certificate, medal and are awarded their prize at a ceremony at Lambeth Town Hall

Attendance rewards

Attendance cup for highest attending college

Attendance certificates and prizes for high attenders (students and staff)

Attendance parties

Other rewards

Inclusion in reward trips (such as Thorpe Park in 2009)

Residentials

Sports days certificates and trophies

Merits

50 merit stickers- Bronze award

75 merit stickers- Silver award

100 merit stickers- Gold award

When student is awarded gold they should begin sticking their merits over the existing ones.

If they reach 200 they are awarded with a **Platinum** certificate, an enamel badge.

If a student reaches 300 they are presented with a **Diamond** certificate, an enamel badge and a cash prize

All scores return to zero in September each year

Rewarding achievement and effort

Sleuth Points

Highest scoring students/ colleges are recognised each year

The Elmgreen Way Awards

These awards are made to students who personify the values enshrined in *The Elmgreen Way*
Nominations should be made by

The 8 awards are:

Respect- student demonstrates continued ability to command respect for their judgement, honesty and high standards of behaviour

Knowledge- student demonstrates sustained curriculum excellence

Creativity- student demonstrates sustained ability to generate ideas and think imaginatively and excitingly

Commitment- student demonstrates sustained excellent attendance or punctuality or a sustained application to studies

Strength- student demonstrates sustained evidence of personal strength- overcoming barriers to learning originating either at home or school

Team- student demonstrates sustained ability as a team player, working with others, supporting other learners, being a strong supporter of others

Ambassador- student demonstrates sustained ability to represent the school positively through excellent uniform, treatment of visitors etc

Community- student demonstrates sustained evidence of contributing to the local community

About Mystickers

Mystickers: Reward system

Jan 2008

Coordinator: PSI

Senior leader with responsibility: AMR

Guidelines: Teachers and support staff

Teachers should give 1 merit per lesson (every lesson without fail) plus 10 discretionary stickers.

This means that a teacher who teaches 21 lessons a week would give out 31 stickers each week. A teacher who teaches 7 lessons would give out 17. The discretionary stickers can be awarded either in lessons or outside of curriculum time.

We want to reward positives and there are ALWAYS positives so teachers should award their full complement each week.

For ease of reference 20 stickers make up two columns.

LSAs can recommend students for a subject specific merit- simply consult with the subject teacher.

We plan in time to order generic stickers for support staff.

The following are examples activities of activities or achievements which could result in a merit sticker being awarded:

1. Academic achievement/ improvement
2. Living The Elmgreen Way (acts of kindness, helpfulness etc)
3. Excellence in any aspect of school life

Teachers should ensure the security of these stickers and should take out only narrow strips at a time. Stocks of stickers should be kept in a locked draw or cabinet.

As each term ends, rewards will be apportioned to students with high numbers of merit stickers.

A student cannot be awarded a sticker if they do not have their planner with them even where they approach the teacher the next day with their planner in their hand. This is to encourage students to carry their planners.

Students

Students affix these stickers to the very back page of their planners (the page which reads 'disk pocket') leaving space for as many as possible.

They can then go to www.mystickers.co.uk and enter the unique code on the sticker. This will enable staff to calculate a total of merits earned when rewards are to be given.

7. How does the school respond to students who disrupt others' learning?

- i. We intervene calmly but decisively
- ii. We avoid subjective, moralistic and judgmental approaches instead focusing on finding solutions to problems and resolving future conflicts
- iii. We bring affected parties together to find a way forward
- iv. Whenever we can we ensure that students, under the mediation of trained staff, take full responsibility for sorting out situations which they create
- v. When we have no other choice, we exclude students whose inclusion in the school threatens the health, safety or learning of other students

How does the school respond to students who disrupt others' learning?

- Golden rules:
1. Record all significant incidents on *Sleuth* so that disruption can be tracked and stopped
 2. No whole class consequences *ever*
 3. Behaviour is everyone's business- use all the strategies you have before referring



8. The Elmgreen School Classroom: Consistency of Practice/ Voice levels

The information below is posted in all classrooms

The Elmgreen Lesson

1. Introduction

- Teacher at the door to welcome students
- Starter on desks or board
- Register in first 15 minutes

2. Learning activities

- Learning by doing- minimise teacher talk!
- A task for each learner
- No hands up questioning policy- questions for all!

3. Plenary

- What went well today? Rewards and recognition
- What words, facts or activities do you remember from this lesson?

Voice levels in the classroom

'Reflective time': No talking- time to reflect and think

'Partner voices': Students may talk just loud enough for their partners to hear

'Group voices' : Just loud enough for group members to hear

'Class voice': A loud clear voice used for feeding back or presenting to the whole class

9. The Elmgreen School Classroom: Consistency of Practice Poster 2



The Elmgreen School Classroom: Consistency of Practice

Groupings

- The teacher decides where students sit at The Elmgreen School
- Vary your student groupings depending upon the task
- Students should not sit in the same seat for many lessons in a row

Presentation of Work

- Date on Left –Wednesday 6th March 2008
- Headings centre
- Underlined
- Blue or black ink

Literacy

- Capital letters and full stops – please correct
- JWL will advise of a regular focus

Incident management cards

Incident management guidelines given on cards to all staff



The Five Restorative Questions

1. What happened? (Listen to answers)
2. How were you feeling at the time?
3. What are your feelings now?
4. Who has been affected by what happened? How have they been affected?
5. What do you think needs to happen to make things right?*

"Counterproductive behaviour is a problem to be solved not a crime to be punished" Rob Allen, Director, Centre for Crime and Justice Studies

"Schools rise or fall on the quality of their relationships" Anon



Please follow these 5 steps when managing an incident

1. Intervene as quietly, positively and calmly as the situation will allow
2. Bring affected parties together in a quieter place
3. Ask restorative questions (overleaf)
4. Working with the affected parties, find a way to make things right
5. If you are sure that a way to make things right cannot be found under your guidance, ensure that each involved party and any witnesses complete an incident form, staple together and pass to the college leader of students who require further intervention

Should you need to continue your enquiry with affected parties you can ask students to meet you at 12.40 or 3.15 in room 115 where additional support will be available

10. The Restorative Approach at The Elmgreen School

About RA at TES

We aim to use RA in ever increasing degrees to manage relationships and conflict resolution within our school setting.

The 5 restorative questions are listed on the incident management cards (above)

Key features of RA

- Focuses on relationships
- Focuses on social learning
- Focuses on getting people to understand how their actions affect others
- People affected by incidents decide how the matter should be resolved
- Doesn't believe that punishments alone work

Key skills required

- Empathy
- Listening
- Creative problem solving

Key attributes required

- Strength
- Discipline
- Ability to focus on solutions

More about RA in subfolder within AtL folder RM Staff

11. Roles and responsibilities

College teams see separate R&R document in Colleges folder on RM Staff

Curriculum leaders

- Ensure that AtL policy is implemented effectively across their area of responsibility
- Check Sleuth as often as possible (at least twice a day) and action all referred incidents
- Support members of curriculum team with behaviour through a range of strategies
- Supervise College Support Session in accordance with the rota

All teachers and other school adults

- Implement AtL Policy
- Check Sleuth as often as possible (at least twice a day) and action all referred incidents
- Approach middle leaders for advice and guidance when required
- Refer students to the relevant leader when a range of strategies has proved to be unsuccessful

Student services officer (JHA)

- Administrate AtL policy
- Send letters printed centrally through Sleuth to parents/ carers
- Print off fortnightly incident reports and place in pigeonholes of ST
- Use Sleuth on Wednesday and Friday to generate lists of students involved in CSS and HSS. Student receptionist should be used to circulate reminder slips to involved students during lesson
- These lists should be forwarded to gate duty at 3.15 so that involved students can be turned back at the gate. Student services manager may choose to perform this task herself
- Oversee uniform spares such as plimsolls and spare ties. These ties should appear slightly different to normal ties (ideally they will be green ties on elastic or with clips) and so will be easy to spot by gate duty members who should reclaim the ties as students leave

Data manager (KCA)

Enter any paper Incident Forms onto Sleuth from inbox outside office

Parents/ carers/ families

- Support the school in developing strategies with which to move their child forward
- Stay abreast of their child's school progress through regular checking and signing of the planner
- Attend meetings when requested in order to support their child
- Work with their child to find solutions when problems arise
- Support their child through review meetings

Students

- Think carefully about their attitudes and its consequences
- Seek support and guidance when needed
- Follow school routines outlined in the AtL policy
- Observe the school's AtL policy

Peripatetic professionals: EWO, EP, Attendance officers, learning mentors etc

- Work alongside The Elmgreen School team in increasing the range of solutions designed to move students forward

12. Support Sessions

Any support session given to a student **MUST BE CORRECTLY ENTERED ON SLEUTH (CHECK DATE) AND IN PLANNER** by member of staff otherwise it is invalid. Informal or verbal arrangements lead to confusion and stress and allow students to exploit inconsistency.

Only TSS requires no parental contact. All other support sessions require a letter to be sent via Sleuth. This can be done by supervisor or, more practically, the supervisor can ask the member of staff recommending a SS to do this through Sleuth.

Students who do not attend support sessions should be followed up by the support session supervisor and the students should be required to attend a TSS the next day. Should a student fail to attend twice the teacher should recommend a [CSS-DSS](#) to the appropriate [DHoC HOD](#).

Where a student is 'double booked' HoDs should negotiate a solution.

[Should a student fail to attend a DSS, HoDs should refer this to DHoCs via Sleuth; who will action a CSS for the following Tuesday, which will be held in the Assembly Hall. After actioning on Sleuth \(with letter\), DHoCs should add the students name to the centralised CSS register. \(DOH 20.10.09\)](#)

Support sessions would usually take precedence over a student's enrichment activity unless otherwise agreed between involved staff.

Support sessions are not a powerful driver of change. Do not rely solely on this consequence to affect change in disruptive students. Please use support sessions as an opportunity to talk to students and plan for increased success using restorative approaches wherever possible.

Tutors and CLTs should monitor students who continually attend SSs and should intervene accordingly.

Everyday 3.15-3.30 (latest) Teacher support session (TSS) (Could also be 12.40-1.00 by arrangement with teacher)

Can be issued by: Teachers (on recommendation from teachers or support staff)

As a consequence for: Disruption to learning despite reminders and following clear warnings

Location: Stipulated by teacher (support staff may recommend students for TSS to teacher)

Supervisor: Teacher responsible for giving SS

Monday 3.30-4.15 Departmental Support Sessions (DSS)

Maths-Drama, Music

Can be issued by: HoDs (on recommendation from teachers or support staff)

As a consequence for: Persistent or very significant disruption to learning in a departmental setting

Location: Department bases

Supervisor: HoDs (or as delegated by HoD)

Tuesday 3.30-4.15

College support sessions (CSS)

Can be issued by: CLT (on recommendation from teachers or support staff)

As a consequence for: Persistent or very significant disruption to learning across the school, or persistent lateness

Location: ~~College bases~~ [Assembly Hall](#)

Supervisor: DHoCs (can delegate rota amongst college team)

Weds 3.30-4.15

Departmental Support Sessions (DSS)

MFL - PE- English

Can be issued by: HoDs (on recommendation from teachers or support staff)

As a consequence for: Persistent or very significant disruption to learning in a departmental setting

Location: Department bases

Supervisor: HoDs (or as delegated by HoD)

Thursday 3.30-4.15

Science Humanities- DT- ICT- Art

As a consequence for: Persistent or very significant disruption to learning in a departmental setting

Location: Department bases

Supervisor: HoDs (or as delegated by HoD)

Friday 3.30-4.30 Headteacher support session (HSS)

As a consequence for: Persistent disruption to learning across the school despite other support sessions
single incidents of disruption to learning or good order

Location: RR

Supervisor: Senior team

SS Supervisors

Log on to Sleuth:

1. Click search
2. Choose TSS/ DSS/ CSS/ HSS from action box on left of screen
3. In 'Action starts on' enter today's date in 'date from' and 'date to' boxes
4. Click 'search' button on left hand side of screen to submit search. Students involved in SS will appear at bottom of screen
5. Check names against those present- action where necessary

Referral room (RR) /on call (OC)/ Support Session (SS)/ ST duty rota

Duty rotas are organised by JRU

13. Guidance on specific issues

Possession of items which could harm

It is a criminal offence to have a knife or offensive weapon in school and that the penalties for a pupil on conviction can be severe.

Any student seen carrying an item which could harm should be immediately reported to the nearest member of senior team. Senior team should isolate student and attempt through calm discussion to take possession of the item. The student should be searched for any other items (see below).

Students, parents and staff should be aware that the Police will arrest any student who is in possession of an item which could harm unless it is clearly being used for the purpose it was intended. Items which could harm such as scissors or compasses should be kept in pencil cases in bags when not being used.

A student bringing any item which could harm onto school premises should check the time at reception before entering the school (this does not apply to compasses and scissors as long as they are stored as above).

Searching students

The members of staff below have been police trained to search students. Only these staff should search students. They should only do this if they have reason to believe that the student is in possession of an item which could harm, or drugs. Student's may be asked to volunteer to share the contents of their bag if they wish to prove their innocence but cannot be forced to do so.

A SECOND MEMBER OF STAFF SHOULD ALWAYS BE PRESENT.

The suspect student should give consent to being searched. If they refuse, the school should call the police and the student should be contained in a way that safeguards other students.

Further guidance is available in AtL Folder/ RM Staff
RFR AMR JRU JWI

Mobile phones

Students' mobile phones often create conflict and disruption to learning whether this be through their use, loss or theft. For this reason students' mobile phones are required to be kept out of sight and switched off. Should a staff member see a student using a mobile phone they may ask politely for the phone and then to hand it in to reception for collection by a parent/ carer.

'A planner and a pencil case'

Without a planner and a pen, students' learning is likely to be disrupted. Students are required to have these items with them at all times throughout the whole day. Planners should be checked in every lesson and PLS. Students without planners should be referred via Sleuth to tutor and thus to CLT.

Guidelines

- A new planner will be available from the office only with a note from the CPM or a senior member of the student's college. The member of staff writing the note should be reasonably sure that the planner has been lost and is not at home.
- If a planner is left at home a senior teacher may send a child home to collect it after parent has been informed
- If a child enters school without a planner in the morning they may be sent home to collect it (or £3 for a replacement by a Senior teacher once the parent has been informed)
- The office will keep a spreadsheet of students to whom new planners have been issued, which will be available for CPMs to monitor
- Replacement planners cost £3.00 at the moment. This amount may have to go up if the stock runs low.
- We keep only 150 extra planners. These quickly run out. If a student wishes to have a second replacement planner, College staff should invetsiaget and meet family.

Games involving money

Games involving money often create conflicts. Any staff member who comes across students playing a game which involves money may ask politely for the money and hand it to reception. All such monies are donated to Children In Need.

Uniform/ equipment

At The Elmgreen School we take pride in our personal appearance. The home school agreement signed by parents/ carers, students and school clearly states that all students should agree to wear their school uniform with pride. Ties should be done up to the top button. Black shoes are to be worn in the school building. Should a student not have their shoes the school will provide the use of black plimsolls for the day. Jewellery (apart from a stud earring) should not be on view.

Staff should remind students clearly and politely of expectation when they notice a lapse in uniform standards. Numerous lapses or failure to respond to reminders should be referred to tutor via Sleuth

Policy regarding uniform checks:

We are really eager that our students get into good habits early on regarding uniform.

Tutors please ensure uniform, planner and basic equipment check in PLS.

1. Tutors check uniform/ equipment/ planner/ reading book

Minimum requirement

Uniform	<ul style="list-style-type: none"> • Must wear blazer – if hot, must remove jumper • Blazer to be worn at all times • College tie – correctly tied, worn long to the waistband • V neck pullover • Shirts – tucked in, top button done up! • Trousers (boys) -Charcoal grey • Skirt/trousers (girls) - Black / green pinstripe • Tights (black) • Socks (black/ dark grey) • Plain black shoes – no trainers, plimsoles, coloured lace or stitching • Outdoor coat – plain black – no denim, hoodies or logos • Outdoor coat must not be worn in the building! (Hold it/ put in bag/ or in locker – should be issued with keys this week) • No jewellery!!! – only one pair small studs/sleepers • No nail varnish or makeup! <p>Appropriate school bag</p>
Equipment	<p>Pencil case containing:</p> <ul style="list-style-type: none"> · Pens (2) · Pencils (2) · A ruler · A rubber · A sharpener
Planner	One planner

2. Where necessary tutor writes reminder 1 to family in planner outlining change required (or calls where planner is unavailable)
3. Should the student not heed reminder 1, the CPM or DHoC is informed and student is given reminder 2 in planner (or called by telephone) with warning that further lapse may result in student being sent home to collect relevant kit. Students can buy a pencil case (£1) or a replacement planner (£3) from the school office with a note from a member of CLT (see above)
4. Should the student not comply with reminder 2, the HoC (only) should send the student home to return correctly dressed. This is not an exclusion- it is permission to go home for 'brief remedy' regarding uniform. It is entirely legal. We must have permission from parents of KS3 students. Students should return as soon as possible to reduce impact on learning. Where students are unable to return home parents should be asked to bring in money or equipment at their earliest convenience.

5. Student should leave via main entrance collecting exit slip from reception and sign in on return. Without an exit slip they may be stopped by truancy patrols or police officers.

Lesson truancy

On-call staff member comprehensively sweeps school (including self gender toilets and external areas) after lessons have started and reports on Sleuth any student truanting a lesson. A lesson truant is defined as a student who is out of their lesson without written permission, 5 minutes or more after the lesson has started.

Lesson truants are led to their lessons by the staff member on call. No discussion should be entered into with lesson truants whilst the lesson is in progress. A lesson truant should be entered on Sleuth and actioned with a CSS.

Teachers/ LSAs should ALWAYS initial and time/ date check planners where a student has good reason to leave a room. This helps us to track students who consistently ask to leave lessons



14. Pastoral structure (with rooms)

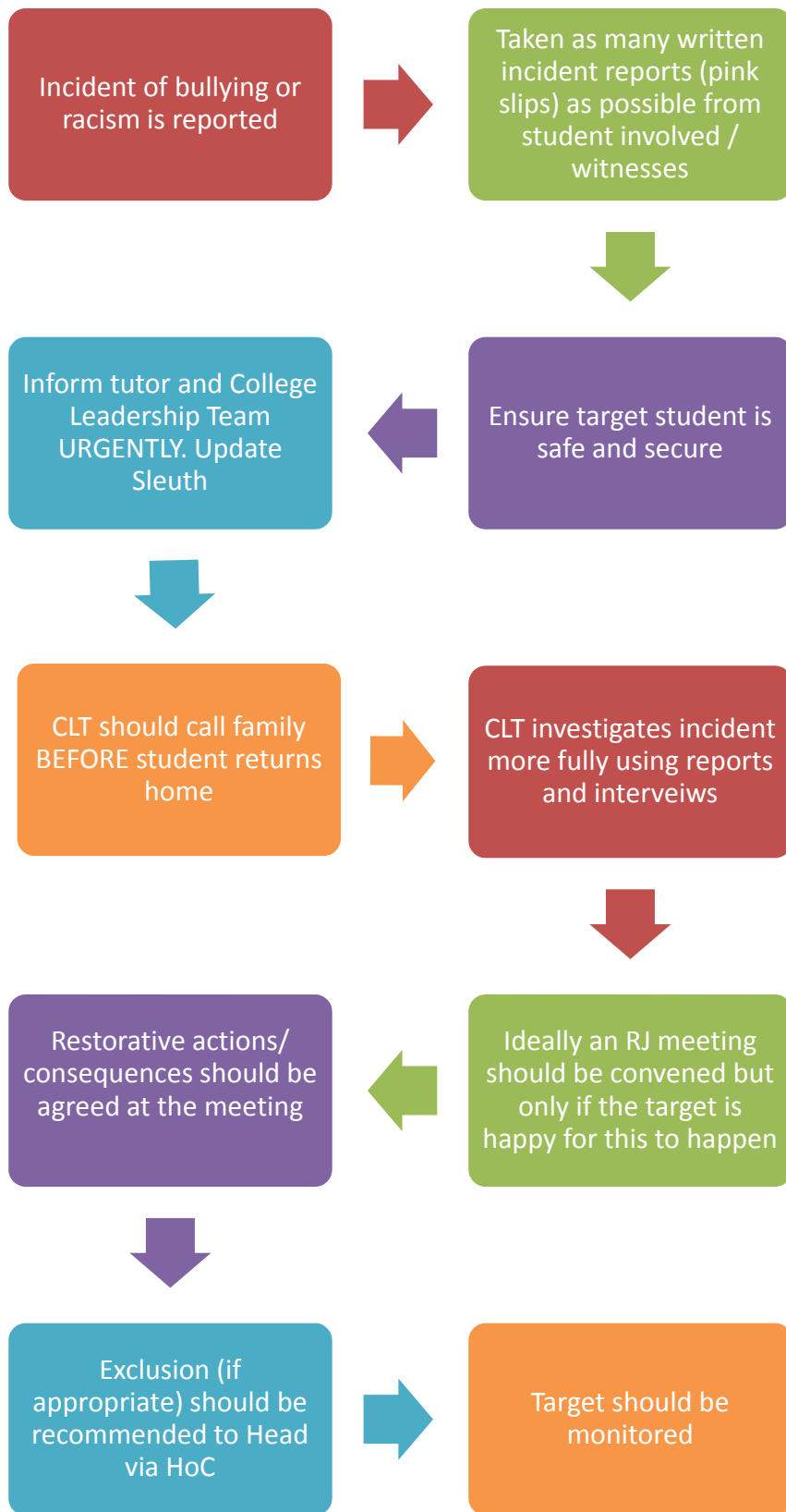
Please see RM Staff- colleges new- policy and practice document

15. Report forms

Report forms can be found in student planners and in AtL Folder. They may be used by any member of staff, but most usually by the college team, to monitor AtL. Scaling (0-10) should be used by classroom teachers to evaluate success.

Students should progress from tutor to CPM to DHoC to HoC depending on the level of concern about a student. The member of staff can choose how many days to place a student on report for. As a guide a student causing mild concern to tutor might be on report for two days where a student who has progressed to HoC report should be on report for 5 days. CLT should insist on ever more stringent standards. For example HoC may insist that student hands report to them at 8.15, 10.15 and 12.45. They may also insist that breaktimes be forfeited where report is unsatisfactory.

16. Guidance on dealing with serious or ongoing incidents involving bullying or racism



17. Attitude to Learning: Guidance on communication

See Information Sharing and Recording Policy

Communicating with families

Contact with families should be 'joined up': Any member of staff interacting with a family should know about former contacts made by the school.

Telephone contact

1. **Tutors should call home in the vast majority of cases**, particularly where concerns exist
2. Staff who wish to telephone parents about curriculum issues **should consult tutor** before doing so
3. Staff should create records of telephone conversations using email templates
4. In very sensitive cases a tutor may brief a College Leader and ask them to make the call

Successes and rewards

Every opportunity should be made to communicate student successes to families (see Behaviour Flowcharts 1, 2 and 3)

Meetings with families/ carers

1. Staff should aim to ensure that parents/ carers feel welcome and that seating arrangements are friendly and **non confrontational**
2. Staff should be mindful that it may be uncomfortable to receive bad news about your child and that parents/ carers may often feel defensive and angry. Every effort should be made to understand the parent's point of view and enlist their onward support
3. Tutors should take notes and add to student file
4. In potentially sensitive meetings tutors should invite their college partner or leader to attend the meeting and take notes
5. Where concerns are being discussed an '**AtL Review Meeting**' form should provide the basis for the discussion (available on Portal in *AtL/ key working documents folder*)
6. Where parents/ carers are unhappy every effort should be made to listen to, understand and record their concerns. Do not feel under pressure to find solutions on the spot. If necessary call a second meeting thus giving yourself time to consult others and secure a quality solution

Letters to families

1. Letters are used to inform families of significant developments
2. Letters are formal documents which should be completed using prose which is communicative and unambiguous
3. Any outgoing letter should be proof read by a senior leader
4. As a default position it should be tutors who write to families about their tutees. Other colleagues should consult tutors before contacting families by letter
5. All letters must comply with the 'house style' of The Elmgreen School

18. Guidance on restraint

Summary of guidance on restraint (Section 93 of the Education and Inspections Act 2006) and policy and practice at The Elmgreen School

THE FULL GUIDANCE IS INCLUDED IN THIS POLICY FOLDER

HEADLINE ADVICE:

Restraining students should be avoided in almost all circumstances. Unless a child is endangering themselves or others they should normally be left alone and a Senior leader informed.

A child refusing to follow instructions should be referred up the leadership chain.

If a child is beyond the control of the school and is refusing to follow any instructions a senior leader (usually AMR) will contact our school police officer to ask for further advice and assistance.

The AtL Policy of the school as well as its larger ethos and framework sets out strategies to reduce the risk of physical intervention ever being needed through its emphasis on; SEAL, emotional literacy, life skills workshops, Citizenship and PLS work on managing emotions, Restorative Justice etc

Teachers should always try to deal with a situation through other strategies before using force. Oral warnings should clearly be given before using force unless this is practically impossible: i.e. in an absolute emergency.

The headteacher permanently authorises all school employees and adult volunteers who have been authorised to have control or charge of students (excluding subcontracted staff e.g. catering team but including peripatetic teachers and visiting staff including supply teachers) unless otherwise advised, to use force.

These authorised staff are given the statutory power to use reasonable force (the minimum force needed to achieve the desired outcome) either on school premises or on an educational visit to prevent a student from:

1. Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
2. Injuring themselves or others;
3. Causing damage to property (including the student's own property);
4. Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its student, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

It is unlawful to use force as a punishment.

SENCO should be consulted where “fragile” students with SEN are concerned. Risk assessments should be completed where students where physical intervention may cause significant injury due to a student’s physical disability. Staff should be advised how to reduce the risk of physical intervention (e.g. staff should know ‘triggers’ for ASD students).

Direct from guidance:

- a) *“Passive physical contact resulting from standing between pupils or blocking a pupil’s path*
- b) *Active physical contact such as:*

- i. *Leading a pupil by the hand or arm*
- ii. *Ushering a pupil away by placing a hand in the centre of the back;*
- iii. *In more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training”*

At The Elmgreen School it is recommended that staff limit physical contact to a student’s shoulders, elbows, hands and back as the handling of these areas is unlikely to impede breathing or cause significant injury or be mistaken for sexually inappropriate contact.

Where there is a high and immediate risk of death or serious injury any member of staff would be justified in taking ‘any necessary action’ as long as it is still the minimal possible action required to achieve the desired end.

Staff should use restraint wherever it is clear that not intervening will increase the risk to students’ health and safety.

Staff are not expected to use restraint where it is believed a child is likely to calm down if left alone.

Staff should not act in a way that might reasonably be expected to cause injury, for example by:

1. Holding a student around the neck, or by the collar, or in any other way that might restrict the student’s ability to breathe;
2. Slapping, punching or kicking a student;
3. Twisting or forcing limbs against a joint;
4. Tripping up a student;
5. Holding or pulling a student by the hair or ear;
6. Holding a student face down on the ground

Staff should always avoid touching or holding a student in a way that might be considered as sexually inappropriate.

ANY incident which involves the use of physical restraint should be recorded on Sleuth with detailed comments and should be brought to the attention of a senior leader. As in any significant incident, statements should be taken from involved parties and witnesses. Parents of the restrained student should be contacted by a member of staff. Any resultant injuries to students or staff should be reported to first aid. A report may be made to police where an assault has taken place.

Training

Extensive training and staff time is devoted to developing AtL practice which reduces the risk of need for restraint. Staff members each carry a card which details restorative techniques in conflict management and these techniques are constantly referred to and highlighted.

A small number of staff have been trained in more restrictive holds by Lambeth police. This year the training was undertaken by:

AMR JWI JRU RFR

19. Guidance for Senior Leaders on serious incidents, Exclusion and Reintegration

Exclusions summary

SEE LAC POLICY FOR IMPORTANT INFORMATION REGARDING LOOKED AFTER CHILDREN AND EXCLUSION. DO NOT EXCLUDE A LAC STUDENT WITHOUT READING THIS POLICY.

Exclusions may be made only by Headteacher or, in the absence of the head, by the Deputy Head.

Fixed term exclusions are used a last resort where a student continues to disrupt others' learning despite the use of strategies and lesser consequences.

Fixed term exclusions will also be considered by the Headteacher where a single incident is judged to warrant a fixed term exclusion.

Permanent exclusion is used as a last resort where other a range of strategies and lesser consequences have not worked or where a single incident is judged by the Headteacher to be so serious that permanent exclusion is necessary.

A permanent exclusion will always be considered by the Headteacher as a consequence for significant involvement in single incidents which involve (this list is not exhaustive):

- Drugs
- Sexual assault
- Assault
- Criminal offences

The Elmgreen School recognises that exclusion is often traumatic for families, students and teachers and always intends to use exclusion principally as a means to protect others' learning and not as a punitive tool.

In cases of permanent exclusion the school will usually make an initial exclusion of 3-5 days pending further investigation in order that the Headteacher has time to meet with advisors and make decisions which make best use of all available evidence and guidance.

Criminal/ serious offences and incidents which involve the police

Serious incidents should usually be managed by the Headteacher or deputy Headteacher.

Serious incidents can be defined as being incidents where:

- Numerous students are involved

- Serious emotional or physical harm are possible outcomes
- It is judged that a criminal offence may have been committed
- Or where the Headteacher deems the incident a 'serious incident'.

The Headteacher reserves the right to delegate the management of a serious incident to a senior leader where this delegation will increase the possibility of a satisfactory outcome. The Headteacher will still be responsible for decisions about exclusions.

In all serious incidents The Elmgreen School is likely to request support and guidance from our Safer Schools Police Officer.

In all cases the school's police officer will always be informed where it is likely that a criminal offence has taken place.

Where the balance of probabilities indicates that a student is guilty of a criminal offence the school will consider permanent exclusion.

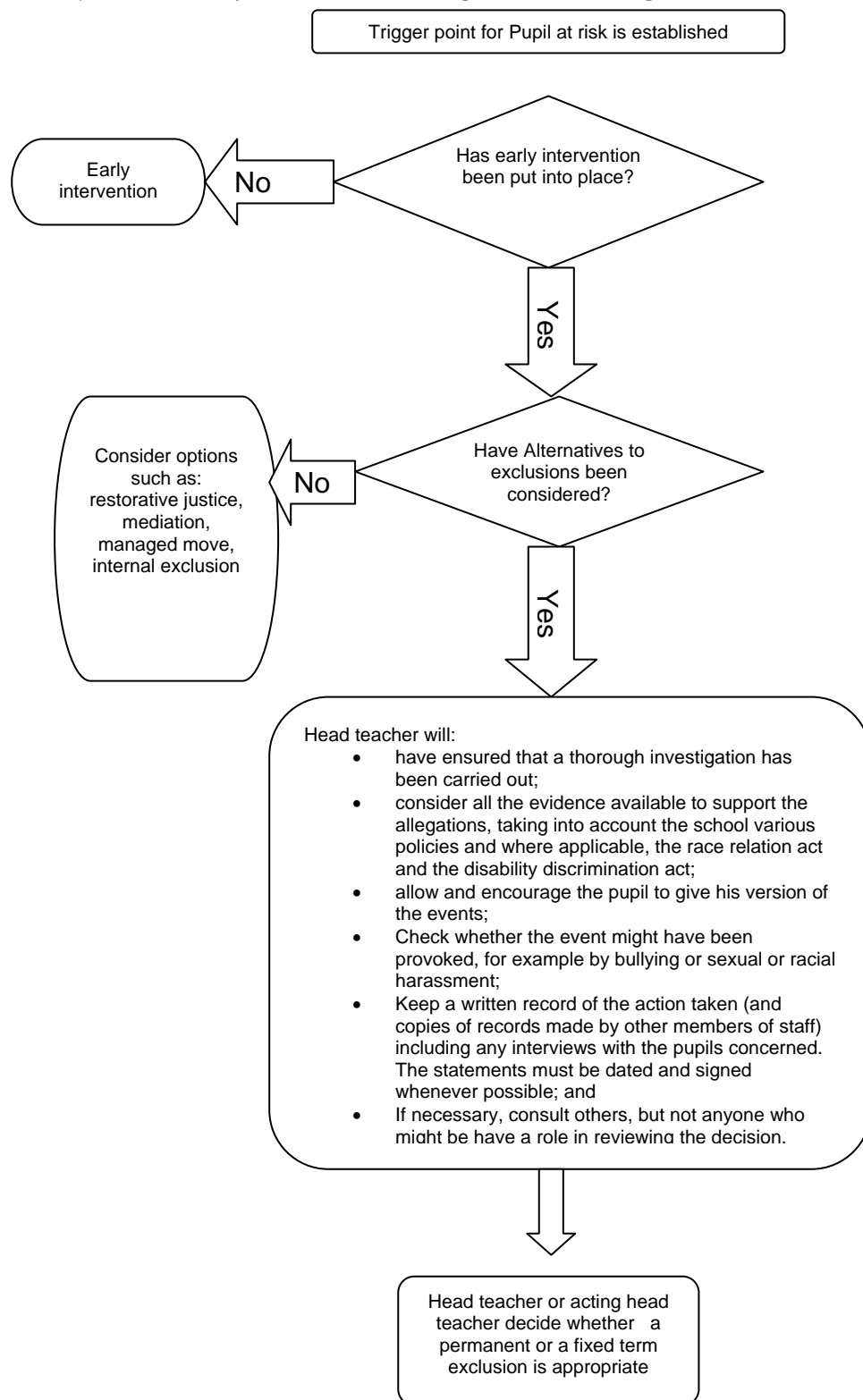
Permanent exclusion

The following offences will result in permanent exclusion unless mitigating circumstances (as defined by the school) can be established:

1. The bringing into school/ use of a weapon or an implement intended to harm
2. Possession of/ attempted sale of illicit substances
3. Violence towards others resulting in significant harm as defined by the school
4. Any other single offence which, in the school's view, indicates that the further inclusion of the guilty student would compromise beyond reasonable risk the learning, health and safety or happiness of the school community at large
5. Sustained failure to follow school code of conduct

The school may in some cases permanently exclude a student following an offence which does not take place on school premises but involves members of the school community, brings the school into disrepute or indicates that the further inclusion of the guilty student would compromise beyond reasonable risk the learning, health and safety or happiness of the school community at large

Good practice before considering exclusion (guidance DCSF)



Flowchart for Fixed Term Exclusion

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

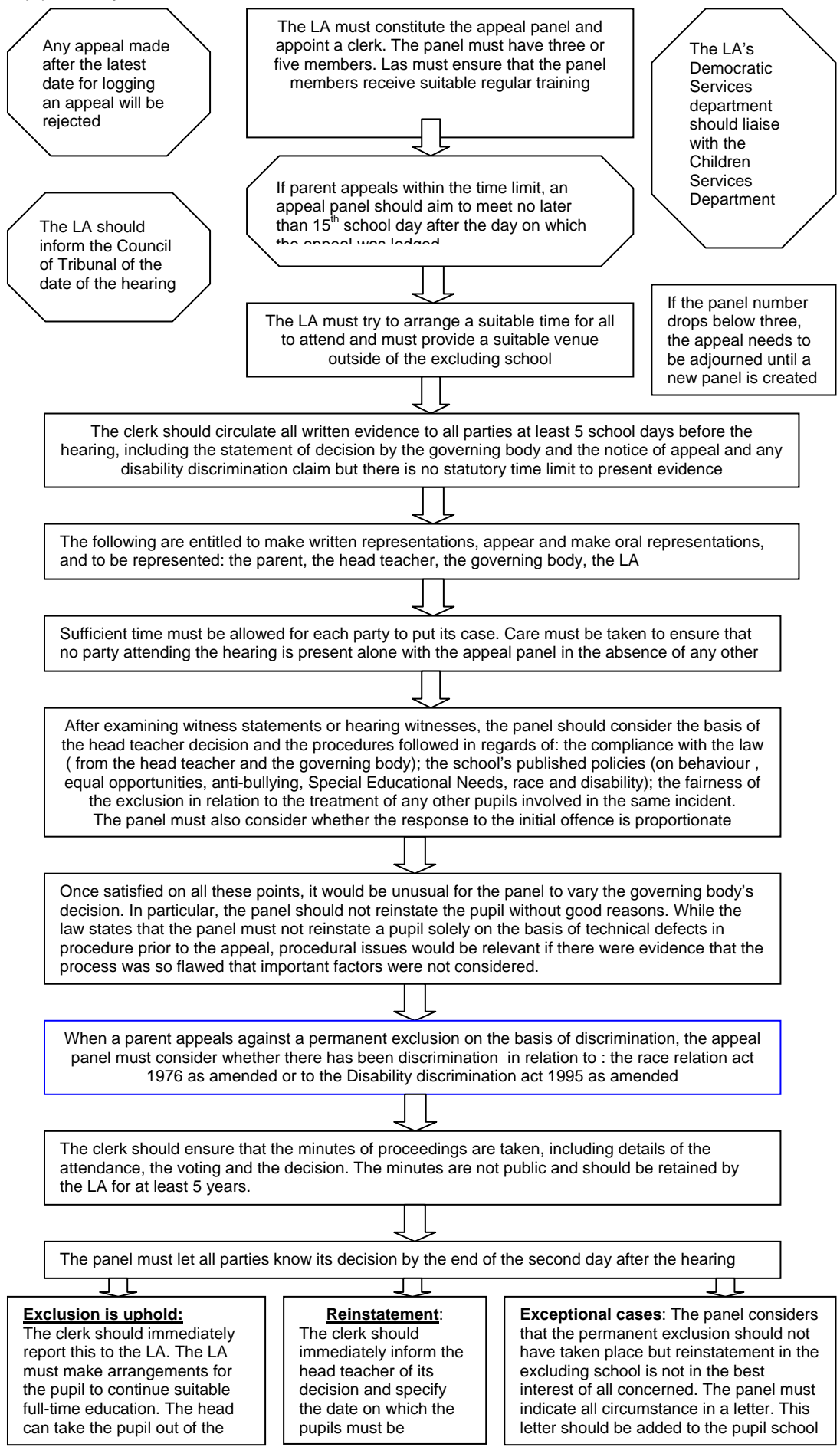
If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

Appeals flowchart



Further guidance: Reintegration

While the guidance from the DCSF states that the headteacher must arrange a reintegration interview with parents during or following the expiry of fixed term exclusion of a primary age student and after 5 days for a secondary age student. At The Elmgreen School we consider it best practice to arrange a reintegration interview with parents following any fixed term exclusion.

Students normally attend all or part of the interview , which is conducted by the Headteacher or a senior member of staff. This is because it is important to try to ascertain the student’s views and develop a shared understanding of why the student was excluded and what we can do to address behaviour problems. The purpose of the interview is to assist the reintegration of the student and promote an improvement in behaviour. It is an opportunity to further develop partnership between home and school by sharing ideas and agreeing measures that could be put in place to prevent further incidents.

It can be helpful for another person to be present at the meeting. If a parent is unable to attend the interview it will not affect the return date, but the school will try to rearrange the meeting in order to discuss the situation and promote parental engagement in the process

Any child returning from exclusion should spend a minimum of 1 day in the LSU. They should return to timetabled lessons until it is judged that the risk of further disruption through their inclusion is a reasonable one.

Making a Fixed Term exclusion: Protocol

Exclusions protocol- from incident to reintegration

Action	Responsible
1. Incident reported- SLEUTH updated referring to Senior leader for student’s college	<u>Member of staff witnessing incident</u>
2. Student/s placed in RR while incident is investigated	On call or Senior leader
3. Incident investigated– Student Incident Forms completed by students involved and witnesses, collected and handed to PA to Headteacher. Any incident investigation should focus around restorative questions (‘What happened?’ ‘Who was affected?’ ‘What needs to happen now to make things right again?’)	On-call or duty ST member (or SL for college of lead wrong doer in incident)

4. Incident evidence collated in a pack which is forwarded to SL who will conduct reintegration interview. Pack may need to be copied where more than one exclusion is made following the same incident	Headteacher's PA
5. Any emails about incident are to be copied to SL for College, College leader, HT, tutor and GDA	Staff involved
6. Recommendation for exclusion to Headteacher/Deputy Headteacher if Head unavailable	Senior leader for college or senior leader dealing with incident
7. If exclusion is chosen action letter produced with reason, duration and reintegration details	Headteacher's PA
8. Chair of Governors informed if deemed necessary	Headteacher
9. Parent/ carer informed by phone of exclusion	SL for college (this responsibility can be delegated to other SLs where necessary)
10. Sleuth updated adding action (exclusion) and adding dates to 'comments' section of action page	SL for college or SL 'dealing'
11. Child preferably collected by parent/ carer. If not sent home with permission of parent/ carer. If no permission exists detained in RR and sent home at 3.30pm	Parent/ carer
12. Exclusion pack given to student before student leaves school	GDA
13. Exclusion letter sent to parent/ carer. Copy by hand, hard copy in post	GDA
14. Email with exclusion letter sent to tutor (who files in Outlook public folder) and college leader	GDA/ tutor
15. Exclusion information posted on SR noticeboard	GDA
16. Reintegration meeting takes place. Notes from meeting emailed to tutor for filing	Parent/ carer and SL for College or College Leader if delegated by SL
17. Student is placed on report in order to monitor for at least 3 days	SL or CL

Exclusion packs (1x Y7, 1 x Y8) should include basic work for students for 3 days. More work can be arranged for longer periods. It proves impractical to ask anyone to run around collecting current work although if that can be organised it should be added to exclusion pack for child in question. Keyworkers should design and collate these packs

20. Paper incident form to be updated to Sleuth (only to be used where a computer is not available)

This copy is for reference only. Collect a form from the staff room when one needs to be completed

Student (s)	<input type="text"/>	Tutor	<input type="text"/>	Staff Referring	<input type="text"/>
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<input type="text"/>	Form	<input type="text"/>	Date	<input type="text"/>	Time	<input type="text"/>
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Period	Before School	1	2	Break 1	3	4	PLS	Lunch	5	6	After School
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Location	Classroom	Toilets	Corridor	Dining Area	Playground	LSU	PE	Off Site	RR
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Subject	<input type="text"/>	TA?	Yes	No	Covering	Yes	No	SE	Yes	No
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Seating	Rows	Groups	Horseshoe	Other	Interaction	Individual	Group	Other
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Teaching Activity	Auditory	Visual	Lecture	Practical	Text-based	Kinaesthetic	Other
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Positive or Negative Behaviour(s). Please tick no more than 2. SEE BEHAVIOUR CONTINUUM

+9 and +10 Rare	+6 to +8 Infrequent	+1 to +5	-1 to -5	-6 to -8 Infrequent	-9 and -10 Rare
Usually refer to SL	Usually refer to CL	Usually refer to tutor	Usually refer to tutor	Usually referred to CL	Usually referred to SL
Helping others in difficulty or	Challenging poor	Being a good school guide	Low level graffiti (not	Being seriously disrespectful to	Extreme physical intimidation of
Stopping a fight	Walking away from physical	Always carrying	Being defensive	Poor behaviour in public whilst in	Use of physical aggression outside
Advanced selflessness	Representing the school well	Being polite and friendly to	Immaturity (humming/	Childish 'cussing'	Serious racist/sexist

Challenging serious bullying	Always following	Saying sorry after making a	Failing to follow	Walking away from a discussion	Serious verbal abuse of staff
Representing the school excellently	Holding doors open	Being courteous to staff and	Using mobile phone	Bullying or intimidation of another student	Possession or use of an offensive weapon or sharp
	Ignoring immature	Always following	Failure to do work	Damaging property	Possession of illegal substances
	Helping others		Wearing incorrect uniform	Racist/ sexist comments	Extreme physical aggression
			Victim of bullying	Theft	Pernicious bullying
			Low level bullying	Sustained counterproductive behaviour	Persistent counterproductive behaviour
Other	Other	Other	Unkindness to others	Other	Other

Comments

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Immediate Action Taken

Restorative discussion resolved	Note in planner	Referral room	Called On-call
Moved Within Class	Teacher Support Session (TSS)	Time out in 039	Statements Taken

Refer to

Tutor	College Leader	Keyworker	Curriculum leader	Senior leader
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Office use only: Please initial/ date when information has been uploaded to SLEUTH

Initials Date

21. Sleuth and its use at The Elmgreen School

What is Sleuth?

Sleuth is:

- An online software tool to which The Elmgreen School has purchased access
- An efficient means of recording positive and negative behaviours and coordinating actions
- A package which can very effectively analyse trends and patterns in the behaviours of our students in order to help us meet their needs more accurately

Sleuth is NOT:

- A means in itself to improve behaviour (saying that Sleuth can improve behaviour is like saying that a typewriter can write a novel)
- A way to distance oneself from making difficult decisions or maintaining strong relationships with students

Golden rules when using Sleuth

- i. All significant behaviours should be recorded
- ii. No action will be taken without a Sleuth referral. Verbal referrals are not to be accepted except in an emergency
- iii. Detail is everything- carry a notebook to record incidents as they happen!
- iv. The teacher who witnesses the behaviour is responsible for recording on Sleuth
- v. Extra efforts should be made to record and action POSITIVE behaviours
- vi. Paper incident forms should not be used unless the user has limited or no access to a computer. Paper incident forms are available from the office. Completed forms should be returned to the inbox also in the office

For more information about Sleuth please see subfolder in AtL Folder on RMstaff drive or online help

Note from Jacqui Haynes 6.11.08. To send a Sleuth letter Please select Print (rather than Print to batch), sign the letter(s) and leave them in the "Sleuth Letters In Tray" which is on top of the student files cabinet (which is behind the General Office) and the office staff will mail them out. I have left headed paper in the staff room on top of the cabinet by the PCs. If you require headed paper to be in your Staff Resource Base please let me know.

22. About the Referral Room

The Referral Room (RR) is situated in room 139

It is used to provide space and time for students to reflect on their actions and for other students and staff to recover from any disruption or harm that may have occurred

More specifically the RR is used to place students who:

- i. Cause a very significant disruption to learning during a lesson- the on call member of staff will escort the student to the RR

- ii. Would otherwise be excluded. When a student is placed in the RR with prior notice it is called 'Isolation'.

The referral room is staffed all day, principally by senior and middle leaders

The guidance below is posted and circulated in the Referral room



Teacher supervising REFERRAL ROOM

1. Please update referral room register when a student enters RR using RR referral pink slip. The shortcut to this document should be on the desktop of the workstation
2. Any student entering the referral room should complete the reverse side of the pink form
3. Please ensure all students are working hard
4. Students may not leave the referral room apart from to use the toilet at the end of the corridor or under the supervision of a member of staff
5. Students may be removed by keyworkers temporarily in order that they work through issues in the LSU
6. PLEASE ENTER ON SLEUTH ANY STUDENT WHO TALKS WITHOUT PERMISSION OR FAILS TO COMPLETE ADEQUATE WORK
7. PLEASE CONTACT SENIOR TEAM IF A STUDENT IS BEING DISRUPTIVE IN THE RR. AN EXCLUSION WILL BE CONSIDERED

Referral room daily timetable

8.30	RR begins
10.00-10.10	Short comfort break with teacher supervising L2
10.10-10.30	RR continues
10.30-12.10	RR continues
12.10-12.20	Short lunch. Referral room students must sit at the same table in the restaurant. Referred students may not communicate with other students
12.20	Students to return to RR
12.50	Teachers who have referred students should visit referral room to meet with and/ or release the students they referred
3.25	Teacher of lesson 6 must detain referred students until referring teacher arrives to see them Any student who has CSS, DSS, HSS should be released
3.30	All students must be released at 3.30



Staff and students must read when entering the Referral Room for the first time

Important information

The Referral room is used to provide space and time for students to reflect on their actions and for other students and staff to recover from any disruption or harm that may have occurred.

The Referral Room is The Elmgreen School's attempt to avoid excluding students.

We try to avoid excluding students because we know that it damages futures and we want the best for all of our students.

The Referral Room has 3 strict rules.

- Silence at all times unless you raise your hand to ask for permission to speak
- Complete all work set
- Follow instructions

Any student who does not follow these rules will be placed in isolation for another complete day (parents should be contacted at this point- refer to incident on Sleuth)

Should a student continue to break Referral Room rules they will be excluded

The Referral Room has a different timetable to the rest of the school. This timetable is included in Section 14 of AtL Policy document on RMstaff drive. Students and staff should follow the timetable strictly to avoid contact with other students in the learning community.

Starter document Referral Room Isolation. Students should complete this each time they arrive in the referral room

Copies of this document should be held in the referral room (copy also in AtL folder)

23. Class coaching

Class coaching is a time specific intervention for classes who are underachieving as a group. The class coach (who must teach the group) monitors learning and uses solutions focused techniques to move the class forward. The class coach may feed back information to tutors but does NOT intervene directly with families or student as this tends to weaken the involvement of the tutor.

More about class coaching in folder within AtL folder.

24. On call (dial 249)

On call is a timetabled responsibility.

On call teachers offer classroom teachers support.

Staff may use on call for any of duties below. Students may not usually be referred to RR directly. In most cases students will be referred in line with departmental procedures.

On call teachers may not agree to move a student out of a class room unless the referring teacher has completed a pink slip.

On call duties are as follows:

- Collect 249 phone from reception
- Sweep building once making sure that each teacher sees you smiling reassuringly at their door
- Check same gender toilets
- Hurry students to lessons
- Sleuth as a lesson truant any student who is out of their lesson without permission 5 minutes or more after the lesson began
- Escort students from one classroom to another as directed by reception/ other staff members when pink slip has been received
- Escort students to referral room when pink slip has been received

- Support in referral room as necessary