

# Hall Cross School

## Behaviour Policy

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<b>By Whom:</b>	<b>Pupil and Staff Well-Being Committee</b>
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<b>Responsible Officer:</b>	<b>Deputy Headteacher</b>

# Hall Cross School

## Behaviour Policy

Hall Cross School encourages mutual respect and aims to provide pupils with an environment in which they feel safe and valued as individuals. It has a clear structure of expected standards of behaviour, enhanced by a positive attitude to discipline. We believe that effective education is achieved when school and home work in partnership through a developing relationship of respect, openness and understanding.

### Our Aims:

- To maximise the potential of each pupil's intellectual ability.
- To instil self-discipline in all pupils in order to promote good working habits, self-esteem, a realistic assessment of personal strengths and weaknesses, and a caring attitude towards themselves, their work and their environment.
- To recognise that we are all individual.
- To increase awareness of different cultures, to enrich understanding of moral values, instilling a sense of right and wrong and a respect for individuals and their property.
- To promote tolerance and consideration towards, and to develop skills in co-operating with, others.
- To actively promote situations where pupils voice their opinions and where staff can demonstrate interest in, and respect for, those opinions.
- To accept that teachers are role models in the pupils' lives and that pupils can learn how to behave towards others by the way we interact with them.

School will always be a welcoming place for parents/carers, and many opportunities exist to encourage this. Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issue arising from the operation of the behaviour policy.

### Rewards

The school acknowledges that the best way to promote a good attitude to learning is to reward positive behaviour of both the individual student and groups of students within the school.

As a result of a recent comprehensive sampling of student voice with regard to behaviour and rewards, a new reward system has been introduced in the school based on the accumulation of 'credit' awarded by staff. Draws are made and prizes are won.

Trips are arranged at the end of each academic year for year groups as a reward for effort and industry.

Attendance rewards are also widely used across the school and these are co-ordinated by attendance support staff and Heads of Year/Learning Co-ordinators.

### Behaviour Expectations

Every pupil has a right to learn. No pupil has the right to prevent others from learning, to demand too much attention or to disrupt lessons. Effective teaching and learning can only take place in a well-ordered environment in which students know what is expected of them in terms of their behaviour. The promotion of positive behaviour requires the commitment of all staff, pupils, parents and carers to ensure consistency of practice at all times.

## **Behaviour Management**

When dealing with confrontational behaviour:

- We should always aim to achieve co-operation rather than confrontation. In the first instance always consider trying to diffuse the situation.
- Every attempt should be made to defuse repeated provocation by reacting in a calm and responsible manner. By keeping control of their own emotions, including considering attitude and body language, staff will avoid contributing to an escalation of the situation.
- Criticism should be made of the behaviour, not the pupil. Pupils should never be belittled or made to feel inferior.
- Ultimatums that we can't enforce should never be given. Neither should agreements be made that may have to be broken at a later date.
- Attempts should be made to find out why the pupil is behaving inappropriately. It may be useful to allow the pupil an escape route both physically and emotionally.

## **Additional Support**

Additional support is available within the school in the form of: The Learning Support Unit, Learning Mentors, BAIP, the Education Welfare Service, Connexions, SEN support and LSAs. The school always works positively with all available agencies to give appropriate support to pupils.

## **Code of Conduct**

In a large community, such as that of Hall Cross School, it is essential that all the people working in it have at least one thing in common – consideration for the welfare of others. As a staff we agree that a consistent approach throughout the school is essential. Our expectations are clear and simple, being based on sound reasoning and our ability to enforce them.

To ensure good education for all, pupils must follow the school's Code of Conduct. Included in this are guidelines and expectations on the following:

Classroom Expectations – these are guidelines for pupils and are displayed in all classrooms. A copy is included in the Student Planner.

Teacher Guidelines – these are the agreed expectations to be followed by all teaching staff in a classroom.

Form Tutor Guidelines – these are the agreed expectations to be followed by all Form Tutors.

School Dress – these are requirements for students and a copy is included in the Pupil Planner.

Movement around the School – these are the agreed expectations for pupils and staff.

Hall Cross School expects that all pupils have the right to learn.

Arrive on time  
Be prepared to learn  
Consider others

### **Classroom Expectations**

1. Coats off and mouths emptied.
2. Sit where you are told.
3. Stay on task. If not sure – ask!

### **Step System**

Step 1 Verbal reprimand.  
Step 2 Follow up sanction, e.g. move seat.  
Step 3 Follow up sanction, 15 minute detention at break/call back by subject teacher.  
Step 4 30 minute subject detention (+ detention book)  
Step 5 Duty staff on call removal.

- Pupils should arrive on time and line up quietly and sensibly.
- They should enter and leave the classroom quietly and sensibly when given permission to do so.
- They should remove all outdoor clothing and bags on entering the classroom.
- All pupils should be correctly equipped for the lesson (Planner, pen, pencil, ruler etc.) Planners should be on the desk at all times.
- Pupils should remain in their seats unless instructed otherwise by the teacher.
- Pupils should listen carefully to their teacher and work to the best of their ability.
- Pupils should raise their hand if they wish to speak to the teacher and should wait to be invited to speak.
- It is vital that pupils respect others and their property and are polite at all times.

## Teacher Guidelines

- Behaviour in lessons: please refer to guidelines on classroom expectations. Pupils should sit boy/girl as far as possible and sit according to your seating plan.
- Lesson truancy: all teachers are required to take a register, using the data logging system at the beginning of each lesson.
- Lesson punctuality: the number of minutes a pupil is late to your lesson must be entered onto your electronic register. Staff should always challenge lateness and insist on punctuality.
- Out of lessons: no pupil should be out of lessons without a corridor pass. Pupils should only be allowed to go to the toilet during lessons if it is absolutely necessary. Teachers should use their own judgement here. Any pupil seen out of lessons should be asked to show their pass.
- Pupils on corridors: no student should be left standing on a corridor other than for a few moments before a teacher goes outside to speak to them. Only one pupil should be out on a corridor at any given time.
- Movement around the school: all staff should ensure that the guidelines for movement around the school are adhered to; in particular, staff should receive and dismiss students from the classroom door to ensure good order.
- Equipment: Form Tutors are responsible for enforcing the guidelines on equipment in the first instance. Registration period should be used for checking this requirement. Detentions should be issued to pupils who regularly break the equipment regulations. Subject staff should refer persistent offenders to Form Tutors using the Cause for Concern slips.
- Homework: all homework set must be recorded in the pupil's Planner. Form Tutors will take responsibility for checking and enforcing Planners.
- Detentions: all 15-minute detentions must be recorded in Planners. Pupils need 24 hours notice for detentions lasting longer periods, usually in the form of a letter to parents.
- Referrals for poor behaviour: all referrals must be made on a proper referral form. A referral written in any other format will not be accepted unless it is an emergency. Referral forms should always go to the relevant Form Tutor in the first instance for behavioural concerns, and to Heads of Department for subject-related issues.
- Lunchtimes: no pupil should be allowed to be in a classroom at break or lunch without direct supervision of a teacher unless express written permission has been given in the case of vulnerable pupils.
- Chewing: no pupil should be allowed to chew in class or in a form room. If a student is seen chewing they should be asked to put it in a bin. If they are seen chewing again in the same lesson they should be sanctioned.
- Suspicion of drugs/alcohol: if a member of staff suspects a student may be under the influence of drugs or alcohol they should either phone the school office or send a trusted student for the duty member of staff who will then investigate.

## **The Use of Duty Staff**

Duty staff are there to back up colleagues in the classroom where it is considered that they can help prevent a confrontational situation. They should only be used in serious cases of indiscipline. Staff should send a trusted student to the appropriate school office who will contact the duty member of staff via the walkie-talkie. Once a situation has been appraised, the duty member of staff will decide on the action needed. All incidents should be recorded in the RED BOOK.

## **Advice to Duty Staff**

1. If you fail to be on duty where you are expected, then you may be liable, if an incident or accident occurs.
2. Always arrive promptly at your designated duty.
3. Inform your duty team leader if you know in advance that you are going to be absent.
4. If you are on yard duty, ensure that pupils go promptly to lessons when the bell sounds.
5. If there appears to be a fight starting, then send a pupil to fetch another member of staff to assist you. Do not put yourself at unnecessary risk.
6. It is the responsibility of all staff to challenge inappropriate behaviour and dress.

## **Form Tutor Guidelines**

Form Tutors are responsible for regularly reinforcing pupils' awareness of the behaviour guidelines, code of dress and ethos of the school on matters such as manners, respect for others, relationships, movement around the school etc.

- Behaviour: Cause for Concern slips go to the Form Tutor in the first instance. If it is considered the incident is too serious for the Form Tutor to deal with then the Head of Year or Assistant Headteacher will take action.
- Uniform and equipment: Form Tutors are responsible for checking pupils' uniform and equipment every morning. Pupils should remove their coats for Registration. Any pupil out of uniform should be referred to the Head of Year or Assistant Head of Year. Pupils who forget equipment and Planners should be warned once. Subsequent offences should result in a letter home from the Form Tutor and/ or a detention. Persistent offenders should be referred to the Head of Year only when the above procedures have been deemed unsuccessful.
- Jewellery and mobile phones: the only jewellery allowed is a wristwatch and a pair of stud earrings. Jewellery will be confiscated, sealed in an envelope and taken to the school office for collection at the end of the day. This action will "trigger" a letter home. Following this letter any subsequent offence will result in a Head of Year's sanction. Persistent offenders may be excluded for failure to accept the school's authority. The same procedures should be used for mobile phones, MP3 players, I-Pods etc.

## **School Uniform**

This is about being smart and setting standards.

Student must wear the correct school uniform at all times:

- White shirt/blouse, tucked in at the waist with top button fastened.
- Official school tie – worn fastened to cover top and bottom of tucked in shirt/blouse.
- Black trousers or skirt – no jeans, combats or leggings
- School sweater or cardigan – navy blue with Hall Cross lion logo.
- Black shoes – no trainers
- Sensible outdoor coat.
- No jewellery must be worn. (other than one pair of plain ear studs and a watch)

## **Movement Around School**

Pupils are expected to:

- Move quietly at all times
- Walk on the left hand side on corridors and stairs
- Walk, not run, inside the school buildings
- Wait quietly, and in single file whilst waiting on corridors before entering a classroom

Staff should:

- Insist at all times on a high standard of behaviour on corridors and on stairs.
- Receive and dismiss classes at the classroom door in order that the corridors are constantly supervised.
- Supervise movement on the stairs at changeover of lessons when teaching close to a stairway.
- Ensure pupils use the nearest stairway to their classroom.
- Always receive and dismiss classes on time.
- Always challenge pupils who do not follow the above guidelines.

**These guidelines will only work if every pupil knows that they will always be stopped by every member of staff.**

Serious misconduct in corridors should be referred on a Cause for Concern slip to the Head of Year.

## Offences

Pupils will be deemed in breach of the Behaviour Policy when they:

- Are chewing.
- Fail to bring the correct equipment to school.
- Fail to follow instructions.
- Shout out in class.
- Talk/shout out whilst the teacher is addressing the class.
- Persistently disrupt the class.
- Answer back/are rude to staff.
- Lie and are deceptive.
- Fail to attend a detention.
- Make threats of violence to other students/staff.
- Swear at other students/staff.
- Make racist/sexist comments.
- Steal from staff/students/school.
- Commit acts of vandalism on school/staff/student's property.
- Are late to school.
- Break uniform regulations.

Persistent and prolonged refusal to accept the disciplinary procedures of the school, drug related offences and acts of violence would normally attract a permanent exclusion.

Should the use of sanctions become necessary, it is important that certain procedures are adhered to:

- All classroom referrals should be made on a Cause for Concern slip and sent, in the first instance to the Head of Department.
- Any incident outside the classroom should be made on a Cause for Concern slip and returned to the Head of Year for distribution to the Form Tutor.
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If a pupil persists in unacceptable behaviour, then the pupil can be placed on Report.

- Teachers should avoid punishing whole groups for the actions of individuals
- Individual pupils should not be made scapegoats for the whole group or class
- Sanctions which are humiliating should always be avoided
- Sanctions should be in proportion to the offence.

Pupils will be placed in the Steam Room for serious acts of defiance towards members of staff.

## **Smoking**

Pupils are not allowed to smoke in or around school. They are not allowed to bring smoking materials into school. A pupil caught smoking will automatically be placed in the Steam Room.

## **Alcohol/Drugs/Offensive Weapons**

Pupils are not allowed to bring alcohol, drugs or items that are or could be deemed to be offensive weapons into school and risk exclusion for possession or abuse on site.

## **Sanctions**

Should it become necessary, various sanctions exist to reinforce good behaviour in the classroom, including:

- Praising pupils who are on task adjacent to the disruptive child.
- Verbal reprimand.
- Moving a student to sit on their own.
- Discussion with the pupil in private. (Pupils can be interviewed outside classrooms, but should not be left unsupervised in corridors for more than a few minutes.)
- Calling on the duty member of staff.
- Imposition of extra work/repeat work.
- Note in Planner informing parents.
- Letter home.
- Detention at break time/lunchtime/after school 30, minute after school detention (24 hour notice required)
- Referral to Form Tutor via Cause for Concern slip.
- Referral to HOD/HOY via a Cause for Concern slip.

Form Tutors can also:

- Impose a detention.
- Inform parents.
- Place a pupil on report.
- Refer a pupil to HOD/HOY.

Heads of Department/Year can also:

- Impose a 30 or 45 minute detention.
- Award a 60 minute School Detention and place a pupil on Report.
- See parents.
- Place in the Steam Room.
- Refer to senior member of staff for exclusion.

If necessary, the Headteacher or Deputy Headteacher can:

- Exclude student for a fixed term.

Only the Headteacher can recommend permanent exclusion to a student from the school to Governors.

## **Exclusions**

Exclusions can be internal in the School Exclusion Unit (Steam Room) or Fixed Term (i.e. suspended from school).

- The first four exclusions are dealt with by the Head of Year, after which students are excluded by an Assistant Head.
- A pupil will not be re-instated to school unless parents attend school, by appointment, to resolve the exclusion.
- Following consultation with the Headteacher and Assistant Heads, if the sanction of exclusion does not seem to be working, then a student will be dealt with by the Headteacher and given a final warning.
- If a pupil continues to behave in an unacceptable manner, they will be referred to the Governors' Disciplinary Committee.
- In extreme circumstances a pupil may be permanently excluded, pending a Governors' Exclusion Committee meeting. Governors are presented with a report on the student and are asked to make a decision as to whether the pupil should remain permanently excluded.
- Following a permanent exclusion the L.A. will allocate an appropriate placement.

## **Physical Restraint of Pupils**

Physical intervention is only permissible in circumstances where staff are attempting:

1. To avert danger or risk to the student or another individual.
2. To avoid danger to property.

It is accepted that physical intervention may be necessary on some occasions. The degree of force should be the minimum required to control the behaviour and it should be applied in a manner that attempts to reduce rather than provoke aggressive action.

Physical restraint is not likely to be construed as illegal if the following criteria are met:

1. There is a clear or perceived risk of injury to the person or others.
2. Staff have considered all the possible alternatives and the age and competence of the student
3. The action taken is the least detrimental alternative
4. The pupil is restrained for as short a time as possible, until the pupil has calmed down.
5. The force used is commensurate with the risk presented
6. The incidents of the use of restraint are recorded.

Staff should act in a reasonable and responsible way. There should be no question of physical abuse or ill-treatment.

The Hall Cross Physical Restraint Policy should be adhered to in all cases where restraint has been employed.

## **The Report System**

Throughout all stages of the disciplinary process, the pastoral team may use a system of misconduct reports. The Report System operates at three levels:

Stage 1: 'Green' Report - monitored by Form Tutor.

Stage 2: 'Yellow' Report - monitored by Head of Year/Learning Co-ordinator.

Stage 3: 'Red' Report - monitored by Assistant Headteacher.

"Blue" Reintegration Report – monitored by Head of Year after reintegration from STEAM Room

Pupils spend five days on any given stage of the Report System. At the end of that period the person monitoring will make a decision about whether the pupil should be moved to the next stage or taken off report.

A pupil will normally be placed on 'Green' Report as a result of the form tutor receiving 3 concern slips relating to unacceptable behaviour in lessons.

A pupil may be placed on 'Yellow' Report immediately for more serious misconduct. This is at the discretion of the relevant Head of Year.

In most cases pupils will work their way through the stages before being taken off report. (Red, Yellow Green; Blue\*, Yellow, Green )

Pupils take their reports home for signing by parents at the end of each day to be returned next day to the relevant member of staff.

## **Attendance and Punctuality**

Every effort is made to work with pupils, parents and the Education Welfare Service to ensure that good levels of attendance and punctuality are maintained.

- The school employs an attendance officer on both sites who monitors attendance and punctuality through the computerised attendance monitoring system. In addition there is a computer administrator appointed to ensure the smooth running of the system.
- Telephone calls to parents are made on the first day of absence when the school has not been made aware that a pupil is ill/on holiday/at the dentist, etc.
- Three day letters are generated automatically for unauthorised absences (US only).
- Pupils who are causing concern are monitored via Attendance Report.
- Poor attendees may be required to attend counselling sessions run by the Learning Mentors/and attendance officers.
- When a pupil's attendance falls below 85% the Education Welfare Officer is made aware of the situation. The most serious cases may end in parents being prosecuted for failure to ensure their children attend school regularly.
- Pupils who truant from lessons are sanctioned by the Head of Year.

Pupils who are late to school on three occasions are given a 30 minute Head of Year's detention.

Excellent attendance is rewarded through certification and vouchers.

## **Litter**

Hall Cross School aims to be an environmentally friendly campus. The dropping of litter is anti-social and unnecessary since litter receptacles are placed around both sites. Persistent offenders will be dealt with by the school's Behaviour Code.

## **Confiscation**

Items confiscated by staff should be placed in a labelled envelope and left for collection by the student at the appropriate school office on either site.

Items not deemed dangerous, offensive or likely to cause risk to health and safety must be returned at the end of the school day.

If in doubt, please consult a senior member of staff who will take the appropriate action.

## **Vehicle and Pedestrian Access to School**

### **Upper School**

Pupils enter and leave the Upper School site by the back gate leading on to town field. These gates are locked during normal school hours and opened for lunch.

Sixth Form students only can enter and leave the site by the pedestrian access from Thorne Road, whether by Christ Church House or by the main drive. When using the latter, students must keep to the designated pedestrian area.

### **Lower School**

Lower School pupils can enter and exit the site via the rear gate that is locked during the normal school day.

Pupils can enter and exit the site via the designated pedestrian path to St. Augustine's Road, and not loiter by parked vehicles.

## **Vehicles**

Vehicular traffic speed is limited to 5 mph on both sites and clamping is enforced on vehicles not displaying a requisite pass at the Upper School. These can be obtained from the Admin Officer - Personnel. Parents dropping students off at the Lower School must not proceed beyond South Block. Signs to this effect are clearly displayed on the access road. Sixth form students wishing to obtain a pass for their car must see the Head of Sixth Form.

## **Cycles**

Cycle sheds are available on both sites. Those at the lower site will be locked during the day and pupils must provide their own bicycle lock when using either location.

## **Dealing with Difficult Parents or Visitors**

On any occasion where staff have to deal with difficult adults, the following procedure should be adopted:

1. Seek assistance – do not see difficult adults in an isolated part of the school or alone.
2. Be non-confrontational.
3. Record all details.
4. Report the incident as soon as possible.

### **Emergency back up system:**

In the event of an emergency when dealing with difficult or troublesome adults, staff should telephone the school office and ask for assistance from the duty member of staff.

After the incident all staff involved should provide a full written account in the incident book kept in the school office for this purpose.

The Headteacher/Leadership Team will decide whether police involvement is appropriate but this is not intended to infringe the right of every individual to involve the police in any incident should they choose to do so.

## **Guidance for Duty Staff**

The aim of this record is to more immediately identify pupils who are either causing concern in a specific lesson or a number of lessons, or are removed. This record is intended to augment the referral system and form part of the enhancement of behaviour management strategies as part of the developing behaviour policy with Hall Cross School.

The objectives of this file are to:

- Monitor pupil behaviour.
- Demonstrate to pupils that their inappropriate behaviour is being recorded.
- Allow immediate feedback to relevant staff of pupils' inappropriate behaviour.
- Identify trends and 'hot spots' in pupils' inappropriate behaviour.
- Function as a 'Diagnostic tool' in augmenting pupil behaviour management.
- Identify staff/department/area issues related to managing student behaviour.
- Support supply and HLTA colleagues.
- Act as a curriculum planning tool.

At the end of the school day, the daily sheet will be photocopied by the office on each site and distributed to the identified staff listed at the bottom of the record.

### **Content of the File**

- Guidance for Duty Staff.
- Duty staff rota.
- Daily cover list.
- Daily record sheets.
- RED Cause for Concerns.
- Letter home.

### **Instructions to Duty Staff**

1. Please collect a radio from the school office, ensuring that it is operating correctly.
2. Collect the Duty File and carry this with you during the duty.
3. Whilst on duty you are expected to patrol the school.
4. Ensure a cover sheet is included in the file. If not, please refer to the school office. Whenever possible please visit lessons covered by supply staff or HLTAs, preferably at the start and end of a lesson.
5. Please ensure that all details are completed for each call out that you attend. Indicate clearly if a student is removed. Whenever appropriate, please ensure that work is set for any pupil removed from a lesson.
6. Ensure, whenever possible, that the completion of the duty record is seen by pupils.
7. When a pupil is removed, please give the member of staff a RED Cause for Concern. Office staff have been instructed to give processing priority to these coloured records. These are only issued by Duty Staff and only for cases of the removal of a pupil from lessons.
8. Indicate in the appropriate column that a letter is to be sent home for the removal of a pupil because of inappropriate behaviour. The details entered at 4: must be completed for this to be administered.

### **Some Guidance when dealing with an incident**

As the duty member of staff, you should be summoned as a last resort and as an emergency response.

When summoned:-

- Remain calm.
- Listen to the reason for the call from the class teacher.
- Use your discretion as to the course of action that you wish to take. This may include:
  - Verbal warning to student and student returned to class.
  - Following the above, returning later to the lesson to ascertain if student has settled in the lesson.
  - Remove the pupil from the class and set item to work in isolation.
- The decision to remove a pupil from a lesson is entirely that of the duty member of staff.

There may be rare occasions when a pupil responds verbally or is physically aggressive. In this situation, and when all other options have been exhausted, the radio can be used to summon a senior colleague support via the relevant office.

Sometimes a pupil may refuse to accompany the duty member of staff and run off. In this situation, record the incident and inform the appropriate office. The incident can be followed up later. Do not feel obliged to follow and restrain the student.

Only in extreme cases of immediate health and safety concerns to either the pupil, other pupils or member of staff, should physical intervention be contemplated, and preferably with the presence of other members of staff. It is always best to summon further assistance before any such actions are contemplated.

The duty member of staff may also have to speak with visitors, outside agencies and, on occasion, parents should they call without an appointment.

Such interactions are best dealt with in the privacy of a nearby office, but ensure that should a confrontation arise, that support from other colleagues can quickly be acquired. If in any doubt, refer the matter to the school office for the support of a senior colleague.

GW/AT

Date as Postmark

Dear Parent/Guardian

I regret to inform you that it was necessary to remove \_\_\_\_\_ from a lesson today for inappropriate behaviour. Details of this are given below.

The department concerned will be in contact with you to arrange a suitable redress for this unacceptable behaviour.

I hope that we can work together to ensure that such actions need not be repeated and no further school sanctions pursued.

Yours faithfully

Mr G Watts  
Deputy Headteacher

Date \_\_\_\_\_ Period \_\_\_\_\_ Lesson \_\_\_\_\_

**Reason for Removal: Disruption/Defiance/Verbal Abuse/Non-Co-operation**



## **Learning Support Unit - LSU**

Supporting the learning of our most challenging pupils is an important commitment from the school. The LSU is an integrated part of ensuring inclusion and delivering entitlement for those who cannot meet the challenges of secondary education.

The learning support provision is divided into two resources located on each site. The Upper School provision withdraws students who find some difficulty in certain lessons but not in all. Its main function is to ensure entitlement for those students placed upon the re-engagement programme by monitoring placements and progress on such programmes as well as delivering GCSE provision permitting access to five GCSE subjects, including English and Mathematics. Teaching is augmented by the delivery of certain subjects by staff from the main school. Behaviour management and self confidence also play a major role in the function of these units. The Lower School site operates on a similar basis, withdrawing some students and providing outreach support. In addition, a group of pupils identified through the PSG may spend an extended period being taught solely in the LSU and being gradually re-integrated back into mainstream. Teaching is shared between LSU staff and teachers from mainstream departments. The mechanisms of selection, monitoring progress and re-integration are closely monitored by the LSU staff.

The LSU works in close co-operation and partnership with parents who are fully consulted and informed on a very regular basis of the progress of their child.

## **Behaviour and Attendance Improvement Programme [BAIP]**

The school is currently part of the Behaviour and Attendance Improvement Programme operating within the Borough. The Deputy Headteacher heads this provision across the Family of Schools in partnership with the BAIP Co-ordinator based in a separate provision at the Lower School site.

BAIP provides additionality of support in addressing behaviour and attendance. It has been a decision of the Family of Schools that the main thrust of this support be directed in a preventative and intervention role in our primary schools. This has been specifically steered at three of our partners resulting in the development of separate primary resources and provisions that have been appropriately staffed and resourced. This has provided first day provision, as well as working with parents, to collectively address challenging behaviour.

BAIP also act as the channel for FAST referrals and inter-agency support. It supports the provision for some of our most challenging pupils and provides mentoring in addition to other provisions in the school. It also provides acknowledged supplementary provision in KS2 transition.

## **Pupil & Staff Well-being Committee**

Matters of inclusion and student welfare are monitored by the Governors' Pupil & Staff Well-being Committee, which reports directly to the Full Governing Body. An identified member of the SLG liaises with the Chair of this committee, to ensure that matters of address and developments within school are discussed, monitored and evaluated to ensure a continued regime of student and parent support and guidance.