



PONTEFRACT

ACADEMIES TRUST

BEHAVIOUR FOR LEARNING POLICY (PRIMARY PHASE)

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1. Overview

- 1.1. The Trustees, Trustee, School Performance Review Board members and staff of Pontrfract Academies Trust (“The Trust”) are committed to providing a learning environment which will support the pupils and young people in our care.
- 1.2. The Trust has very high standards and expectations of our pupils. The Trust believes that all pupils have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the Trust that is conducive to learning, so that all pupils of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The Trust believes that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.4. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. Each primary school will have an agreed reward system in place.
- 1.5. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing pupil behaviour.
- 1.6. For some pupils with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the ‘daily life’ of the Trust schools, and as such is linked to several policies. Throughout this Behaviour for Learning Policy there is reference to the following DfE documents, which should be read in conjunction with this policy:
 - Exclusion from maintained schools, academies and pupil referral units in England 2012.
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
 - Preventing and Tackling Bullying - Advice for Headteachers, staff and governing bodies.
 - DfE Advice for Schools.
 - DfE report on peer on peer abuse.
 - Use of Reasonable Force.
 - Behaviour and Discipline in Schools.
 - Screening, Searching and Confiscation.
 - Ensuring Good Behaviour in Schools.
 - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.2. In addition, there are a number of policies and strategies linked to this policy, including:
 - SEND Policy
 - Teaching and Learning Rubric
 - Anti-Bullying Policy
 - Safeguarding and Child Protection Policies

- Attendance and Punctuality Policy

- 2.3. This policy links with the Equality Act 2010, specifically the Trust's responsibility to make reasonable adjustments for pupils who are considered to have a disability, as defined by the act.
- 2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.
- 2.5. The Trust reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Pastoral staff

- 3.1. Throughout this policy there is a reference to key staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff include, the Senior Leadership Team (SLT), teaching staff and learning mentors (LM).

4. Provisions

4.1 The Trust's Non-Negotiables

All pupils at the Trust's schools are asked to meet the following:

- **Follow staff instructions first time and without questions.** Pupils should follow any instruction given by a member of staff in lessons and around school.
- **Complete all homework.** This enables staff to easily communicate rewards or concerns with parents.
- **Speak only with the teacher's permission during lessons.** Pupils should follow the teacher's instructions in relation to speaking in class which may vary depending on the focus of the lesson. This ensures pupils stay on task and focus on learning.
- **Endeavour to speak clearly, correctly and in full sentences.** Pupils should speak clearly and correctly at all times and will be encouraged to do so by staff.
- **Walk calmly and quietly around the building; do not have inappropriate physical contact with other pupils.** Pupils are expected to have regard for the safety of themselves and others whilst moving around school buildings, throughout the day, including break and lunch times. Pupils who fail to do so and disrupt the good order of a school will receive a sanction depending on the nature of the incident. Pushing, shoving and play fighting can make the environment unsettled and dangerous.
- **Respect the building – never drop or leave litter.** Pupils are expected to treat the School building and its contents with respect.

4.2 Behaviour for Learning System

The Behaviour for Learning system is at the core of The Trust's Behaviour for Learning process. The system is detailed in **Appendix 1**.

The Trust understands the importance of praise, encouragement and reward and how it creates a positive environment where pupils understand that their hard work and accomplishments are recognised and valued.

Praise reinforces positive discipline and is a main driver in improving attitudes to learning. Our schools have the freedom to use different strategies and policies when it comes to rewards.

4.3 Exclusions and alternatives to exclusions

Appendix 4 refers to the Trust's policy and practices in agreeing exclusions.

4.4 Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, the Trust also bans any item brought into a school with the intention of the item being sold or passed on to other pupils which, in the Headteacher's opinion, will cause disruption to the School or be detrimental to school practice. As a result, the School can search pupils for these items. **Appendix 5** refers to the Trust's policy on confiscating items.

4.5 CCTV

The Trust reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Trust's Information Policy and related legislation.

4.6 Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force' – which is advice for Headteachers, staff and School Performance Review Boards.' All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the Trust. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on a school organised visit.

4.7 Discipline beyond the school site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off The Trust premises which pose a threat to a member of the public or a pupil to the Police as soon as possible. If a member of the public, school staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Headteacher or Assistant Headteacher must be informed. In addition, if the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Trust's Safeguarding and Child Protection Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The Trust will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any Trust site. **Appendix 3** shows the Trust's Primary Behaviour matrix.

Where poor behaviour occurs when a pupil is travelling to and from a school, The Trust reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Pupils are expected to follow the Trust Behaviour for Learning Policy when wearing school uniform. They must not be involved in behaviour that could adversely affect the reputation of the School/the Trust. If this occurs, this Behaviour for Learning Policy will be enforced.

4.8 Police

The Trust will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place in line with the age of criminal responsibility (which is 10 years old). In addition, the Trust will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

4.9 Reasonable adjustments

The Trust will ensure that pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupils in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

The reasonable adjustments could include adjustments to the Behaviour Matrix, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All pupils and staff will be supported to understand reasonable adjustments. Where such adjustments are in place an appropriate individual behaviour plan will be put in place, with consultation from the Inclusion leader/SEND/CO.

5. **School Performance Review Board (SPRB) Meeting**

5.1. Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England' 2017, a meeting of the School Performance Review Board must be convened by the Clerk" to the panel when:

- A pupil has received over 15 days' exclusion in one term.
- A pupil has received between 5 and a half and 15 days in one school term and the parent requests it.
- Recommendation of permanent exclusion is made by the Headteacher for a one-off incident.

5.2. The SPRB Meeting will comprise of three members of the SPRB who can hear the case impartially. If a member has a connection with the pupil, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

5.3 The SPRB can decline to reinstate or direct the pupil's reinstatement, either immediately or on a particular date.

5.4. The meeting must be convened before the 15th school day after the date of the receipt of notice to consider the exclusion.

5.5. The clerk will circulate the paperwork for the SPRB meeting to all parties invited to attend at least five days in advance of the meeting.

5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

5.7. The Headteacher and Assistant Headteacher will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

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- 5.8. Within one school day of the meeting, a letter will be sent detailing the decision of the School Performance Review Board. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority.
 - 5.9. The parent/carer has 15 school days after the day on which notice in writing was given of the SPRB's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.
 - 5.10. Where the SPRB declines to reinstate, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

6. Independent Review Panel

- 6.1. The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the SPRB's declining to reinstate following a permanent exclusion.
- 6.2. Parents will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.
- 6.3. The legal time frame for an application to the Independent Review Panel is set out in the DfE guidance.

7. Roles and responsibilities

7.1 The Role of the Headteacher

- The role of Headteacher is to ensure that this policy is applied fairly and consistently across their school.
- The Headteacher will be responsible for reporting to SPRB on the implementation of the Behaviour for Learning Policy.

7.2 The Role of the SPRB members

- SPRB members will be responsible for monitoring the behaviour of pupils through SPRB meetings.
- The SPRB members will form a behaviour panel to deal with exclusions.

7.3 The Role of Parents and Carers

- Reference to this policy will be included on the School's website.
- The policy is available in full via the Trust's website.

8. Monitoring and Evaluation

- 8.1 The SPRB will evaluate the impact of this policy by receiving written data from the Headteacher in his/her written report each term:
 - The number of fixed-term and permanent exclusions.
 - The number of internal exclusions and off-site isolations at other schools.
 - The number of Fair Access moves.

- Instances of bullying and the action taken.
 - Support provided for the victim(s).
- 8.2 As part of the review of this policy, SPRB members will be provided with feedback from pupil voice, staff and parents on the effectiveness of this policy.
- 8.3 The Trust Board will approve this policy.

Appendix 1 – Behaviour for Learning System

1. Rewards

- 1.1. The Behaviour for Learning Policy encourages pupils to make positive choices and re-enforces those choices through rewards. It is important to remember that we serve the pupils and not the system we put in place. Therefore, each school has the ability to tweak the Behaviour for Learning strategy to accommodate the needs of their pupils.
- 1.2. Schools need to make sure that pupils are rewarded and recognised for good behaviour and appropriately reprimanded for all behaviour that is outside the scope of our expectations. It is clear that all pupils value a transparent and fair system that does not simply reward the disruptive for desisting from disruption.

Examples of rewards include:

Certificates

Reward assemblies

Trips

Telephone calls home

Prizes

- 1.3. Each of the primary schools will have an agreed reward system that is issued on a point system (e.g. House points, Dojo Points, Class points). These will be recorded and collated through recognised stages in the form of Bronze, Silver, Gold certificates, stars and/or other.

2. Behaviour Matrix

- 2.1. The Behaviour Matrix is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the pupil's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. The matrix starts afresh at the start of every morning and afternoon session. Caught Being Good (CBG) points are awarded at the discretion of the classroom teacher (5 maximum per day). They should be for work, contribution to classroom wellbeing or behaviour that is above and beyond the normal and to reinforce our high expectations and standards.
- 2.2. The Behaviour Matrix is progressive. For example, if a pupil disrupts their own learning or the learning of others they will receive a Verbal Warning. If the pupil continues to disrupt their own or others learning they will receive a C1. To allow the lesson to flow both of these warnings should be quick and not interrupt the learning of others. No recording of these warnings need to occur. The C1 represents the last chance to change before the behaviour is recorded on the board.
- 2.3. If the pupil fails to address their behaviour and continues to disrupt their own or others learning they will receive a C2. The C2 needs to be recorded on the board. Teachers may need to pause the lesson at this point to reinforce expectations and address the behaviour in a more formal manner. A pupil may be asked to move seats at this stage or have a brief (no more than 5 minutes) timeout with an SLT member or LSA if appropriate.
- 2.4. For persistent poor behaviour by the same pupil, the next stage is C3. There is still a chance to change before a red card is issued but this behaviour carries with it the following consequences;

- A 10 minute detention in KS1 (with the class teacher)
- A 15 minute detention in KS2 (with the class teacher)
- Recorded on CPOMS
- Parents informed

- 2.5. A 'Red Card' is only issued if the behaviour is becoming highly detrimental to the learning and/or safety of others in the classroom. A red card can be issued for serious offences like fighting in lesson or swearing at a teacher. The offences that constitute a red card must be carefully considered. Red cards mean the following must occur;
- All red cards will be recorded on the CPOMS system
 - A 20 minute detention with a member of the SLT (KS1 and 2)
 - Parents informed via planner or other
 - Follow up monitoring by SLT
- 2.6. Consequences given to pupils during lessons will be recorded on the Behaviour boards that are displayed in all classrooms. This is to remind pupils of where they are within the Behaviour System. Behaviour boards should be visual and prominent in each classroom. Each classroom should display the same chart so that uniformity is in place across the School/Trust.
- 2.7. Please note all consequences from 'C3' onwards are recorded on CPOMS. These then generate reports and are analysed by the Inclusion Teams in individual schools. Where there are concerns around behaviour, these are communicated to parents/carers and interventions may be put in place.
- 2.8. Any detentions that are issued during an afternoon session will be served on the lunchtime of the following day.
- 2.9. Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a pupil to complete a detention. (Please refer to the DfE's Behaviour and discipline in schools' guidance).

3. Consequences

- 3.1. C3 and red cards accrued by pupils are monitored and analysed by the Senior Leadership Team and the Inclusion teams on a regular basis.
- 3.2. To support pupils and address any behavioural concerns the Trust uses a progressive system. This may include:
1. A meeting with the class teacher, child and parents
 2. A meeting with the Learning Mentor, child and the parents
 3. A meeting with a Senior Leader, child and parents
- 3.3. Such meetings will be recorded onto the CPOMS system. Parents will be requested into one of these behaviour meetings at the discretion of the SLT / Inclusion Team.

Appendix 2 – Internal Support / isolation

1. The Trust schools will use internal support when pupils' behaviour negatively impacts on the learning and/or safety of pupils. This is as a result of a severe incident, or a continuation of persistently poor behaviour, where the safety/learning of the child in question, other children or adults in school is compromised. This should be seen as a 'final resort' prior to exclusion.
2. Pupils may only be placed in internal support following consultation with the Headteacher.
3. Appropriate measures will be taken to safeguard both pupil and adult in order to keep all parties safe – examples might include two members of staff present who have the recognised training in positive handling/team teach.
4. This will be for a specified amount of time, in a designated room/location with a designated member of staff acting in a supervisory capacity. All pupils placed in isolation must be supplied with class work.

Appendix 3 – Behaviour Matrix

Chance to change C1

Disruption to own or others learning. Final reminder to reverse disruptive poor behavior. Lesson proceeds with minimal disruption.

Action to be taken

- No recording names on boards.
- No consequences.
- No reduction in class points.

Chance to change C2

Continued disruption to own or others learning, through any of the following: Continued talking, being disrespectful, wasting time in lessons, poor attitude, defiance, eating in class, poor standard of uniform, lateness to school etc.

Action to be taken

- Record name on board.
- Lesson may need to temporarily pause to remind the pupil(s) of expectations and realign behavior.
- Last chance to change before a detention is issued.

Chance to change C3

Further disruption to own or others learning and repeated C2 type behaviour.

Action to be taken

- Record name on board. Record on CPOMS.
- Lesson paused to address behavior more formally.
- Pupil may need 5 minutes out of lesson with an SLT member or LSA where appropriate.
- 10 minute detention at lunchtime in KS1 with class teacher.
- 15 minute detention at lunchtime in KS2 with class teacher.
- Parents informed of the behaviour.

Red Card

Foul language, physical or verbal assault towards a peer/member of staff, stealing, spitting, damage to property or learning environment, repeated C3 style behavior.

Actions to be taken

- All of C3 except.
- 20 minute lunchtime detention with SLT member.
- If a child receives a red card during the afternoon session, the sanction/consequences will be followed up by the relevant staff during the following day.
- Dependent on the nature of the behavior, staff have the discretion to move pupils through the behavior matrix, so as to ensure the appropriate consequence is applied to the behavior.

The behaviour concerns listed in the behaviour matrix are not an exhaustive list. Any other behaviours which have a negative impact on learning or damage the reputation of the school or Trust will be sanctioned at a level which the school or Trust deems most appropriate.

Behaviour for Learning Daily Record

Behaviour by type and area:

	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3
C2		Att (5-1)		Att (5-1)		Att (5-1)
C3		Uniform (5-1)		Uniform (5-1)		Uniform (5-1)
Red Card		CBG (5-1)		CBG (5-1)		CBG (5-1)
Total						
Net		XX		XX		XX

Appendix 4 – Exclusions and alternatives to exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteacher in using exclusion as a sanction where it is warranted.’

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

1. Fixed Term Exclusions

The School will use Fixed Term Exclusions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Fixed Term Exclusions will also be used when the good order of the Trust is threatened and/or pupil behaviour could potentially damage the reputation of the Trust.

The Headteacher may exclude for the following reasons:

- Serious breaches of the Trust rules.
- Repeated breaches of the Trust rules.
- Refusal to engage with internal support.
- Repeated disruption whilst in internal support.

The number of days pupils are excluded for will be at the discretion of the Headteacher.

Fixed Term Exclusion data is closely monitored by the Headteacher and the Inclusion Team. It is the responsibility of the Inclusion Leader to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the School and on the majority of pupils involved in the process.

The Trust is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual’s ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single serious incident in the process.

No pupil will receive greater than 45 days’ exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Headteacher also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days. In addition, the Headteacher retains the right, at any time, to permanently exclude those pupils who persistently cause disruption for whatever reason to the learning of others.

2. Permanent Exclusion

‘A decision to exclude a pupil permanently should only be taken:

- **in response to serious or persistent breaches of the School’s Behaviour for Learning Policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the School.’**

(DfE ‘Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Headteacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Carrying an offensive weapon.
- d) Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.
- e) Possession of an illegal drug with intent to supply.
- f) Making a malicious serious false allegation against a member of staff.
- g) Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Trust community.

The Headteacher may also permanently exclude a pupil for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the School community.

In addition, the School also considers the following to be serious incidents resulting in the permanent exclusion of a pupil:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the School computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

3. Phased Reintegration Timetable

Guidance on the use of a phased reintegration plan

As an alternative to exclusion a Headteacher may, in exceptional circumstances, make use of a phased reintegration to support a pupil. The phased reintegration will be for an agreed, fixed period of time, for example one half term. In the last week of the agreement it will be reviewed by the School and parents. An example of a Phased Reintegration Agreement between the School, pupil and parent/carer is shown below.

The Local Authority has a duty to ensure that all children of compulsory school age who are not receiving a suitable full-time education do so unless they are deemed to be medically unfit to do so or it is otherwise considered to be in the best interests of the child's mental or physical health not to. Schools have a duty to provide full-time education to all students on their school roll. As a rule, schools are only permitted to provide less than full-time education including placing a student on a Phased Reintegration Plan (previously known as part-time timetables) in very exceptional circumstances.

Schools are advised to use the attached proforma for recording the use of a Phased Reintegration Plan. Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the wellbeing of all children and young people and reduce potential claims against the School in respect of a failure to educate. Ofsted recommend that all schools and academies should inform the LA of all pupils who have part time education arrangements in order that the Local Authority can collect and monitor data about all children of compulsory school age who are not accessing full-time education (ref: Pupils Missing Out on Education. Ofsted November 2013).

Phased Reintegration Plans (*previously called Partial Timetables) should only be used in the most exceptional circumstances and must meet the criteria below.

In addition, phased reintegration plans should be used for the minimum amount of time, have a clear start and end date and should only be used with parental consent.

Schools need to be satisfied that they can meet all the criteria below before placing the pupil on a phased reintegration plan to ensure safeguarding responsibilities are followed and that pupils still have access to full time education.

- Schools should only be using phased reintegration plan* as a temporary means of managing the impact of challenging behaviour or responding to and preventing increasing disaffection.
- Schools must be satisfied that a phased reintegration plan is an appropriate intervention given the needs of the student. There must be a clear and evidenced rationale for considering a phased reintegration plan as an intervention aimed at supporting the needs of the student.
- Schools must **not** pursue a phased reintegration **without parental permission** as this can be construed as an unofficial exclusion which is unlawful as the parent has not requested leave for their child and/or the School could be regarded as preventing the student from accessing the curriculum.
- Schools wishing to establish a phased reintegration plan need to consider their position in the context of legal requirements outlined above. In particular, schools should ensure that the decision is taken as part of a planned strategy that covers all the elements below:

Is taken in the best interests of the child and has the approval and written agreement of parents/carers or in the case of a LAC, the social worker/ REACH Team;
Has as its principal purpose the successful reinstatement of the pupil's full-time school attendance, reintegration and inclusion;
Is undertaken within the context of a Pastoral/My Support Plan (PSP/MSP), Individual Education Plan (IEP) or Common Assessment Framework (CAF);
Complies with the health and safety needs of the pupil i.e. the School is satisfied that suitable arrangements are in place to meet the pupil's care needs when not at school;
Provides appropriate work for the pupil when not in school which is then marked and relevant feedback provided;

Is time limited, with a clear target of resuming full-time education within a period no longer than a half term, preferably over a period in which the time in school increases steadily and incrementally in order to prevent further disaffection;
Ensures annual reviews are held at the appropriate time for all pupils with an EHCP and consent should be sought from SENART/Social Worker/REACH before proceeding with the phased reintegration plan;
Where a phased reintegration is identified as a strategy for reintegration, the plan should be reviewed by a member of the senior staff with parents / carer and pupil;
If a pupil has an agreed phased reintegration plan which includes a session which does not involve attendance at any provision, then the School should mark this session as authorised absence 'C' (other circumstances);
Schools have a duty of care for all pupils who are on their roll. The School must ensure that when a pupil is not expected to attend, there is a written agreement with parents or alternative education providers about who is carrying out the duty of safeguarding for each session.

If all of the above criteria are satisfied then the form can be completed and this document and a copy of the timetable should be sent via Cryptshare to exclusions@wakefield.gov.uk saved as Last Name/First Name/ PhasedR/ 00 00 18

Phased Reintegration Plan and exclusions from school

A pupil on a phased reintegration plan timetable who is excluded from school, should have the number of sessions (AM or PM) counted, not the number of 'full' days where one AM session is counted as 0.5 days, so a pupil attending school mornings only, 5 days a week who receives a 5 day exclusion would actually have this counted on their record as a 2.5 day exclusion.

All legal advice for phased returns given by Wakefield LA Legal Adviser

Phased Reintegration Plan Agreement
Between School, Parent / Carer & SENART/REACH if applicable

Pupil Name						DOB	
School						Year Group	
Pupil Status (please tick)	LAC	CP	CiN	EHH	None		

The reasons for using a phased reintegration plan are as follows:-

1		Dates	
2		Start Date of Phased reintegration	
3		End Date of Phased reintegration	
		Number of weeks =	

Plan Checklist: Please ensure that ALL the following are in place & tick:

The phased reintegration satisfies all the following criteria (please ✓)			
1	Has been discussed with the pupil and parent / carer	8	Complies with Health & Safety when pupil not in school
2	Has a clear start and end date	7	Provides appropriate work that is marked
3	Is for a limited time of no more than 6 weeks/half a term	8	Has clear achievable targets
4	Is part of a reintegration strategy	9	Has SENART/REACH approval if pupil has EHC Plan/ PEP
5	Is in conjunction with CAF, PSP or IEP	10	Pupil marked as C in the register when at home

CONSENT AND AGREEMENT STATEMENT

SENIOR MEMBER OF SCHOOL STAFF - I can confirm that all the above criteria has been put in place by the school

Signed _____ Name _____
 Date _____ Position in School _____

PARENT - I consent to my child being placed on a phased reintegration plan and agree that all the above has been put in place by the school

Signed _____ Name _____ Parent / Carer
 Date _____

Date Phased Reintegration Plan Agreement sent to Local Authority: _____

Phased Reintegration Plan and exclusions from school

A pupil on a phased reintegration plan timetable who is excluded from school, should have the number of sessions (AM or PM) counted, not the number of 'full' days where one AM session is counted as 0.5 days, so a pupil attending school mornings only, 5 days a week who receives a 5 day exclusion would actually have this counted on their record as a 2.5 day exclusion.
All legal advice for phased returns given by Wakefield LA Legal Adviser

Appendix 5 – Confiscation Guidance

1. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
2. Staff should hand the confiscated item to the relevant member of support staff (SLT, Pastoral Staff, Main Reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time.
3. Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.
4. Items confiscated by the School (other than mobile phones) can be collected by parents/carers except where the School has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters, matches.
5. The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
6. The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
7. Electronic equipment, jewellery and other expensive items can be confiscated and held by the Trust for a period of one year. If, at the end of the year, the item has not been reclaimed then the Trust reserves the right to destroy the item.
8. Where alcohol has been confiscated the Trust will retain or dispose of it. This means that the Trust can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the pupil).
9. Where the School finds controlled drugs, these must be delivered to the Police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
10. Where the School finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs', laser pens, replica weapons, energy drinks. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
11. Where staff find stolen items, these must be delivered to the Police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
12. Where a member of school staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the School can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the pupil.

13. Fireworks found because of a search may be retained or disposed of but should not be returned to the pupil.

Mobile Phones

Our approach to electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during the Trust day (including lunch and break).

Pupils will be fully focused on their learning and enjoy the varied experiences the School offers. We recognise the use of these devices when a pupil is travelling to and from the School, but if a pupil chooses to bring a device into the School it is their responsibility and at their own risk. Parents/carers and pupils should be aware of the following:

- If a pupil is seen using any device during the School Day, it will be confiscated immediately.
- The first time it is confiscated a pupil will be permitted to collect it at the end of the Trust day from Reception.
- In cases of subsequent instances, parents will be informed and be required to pick up the device from Reception at their convenience.