The Short Stay School for Norfolk

Reward and Relationship Scheme

Reviewed April 2012

Contents

Introduction

The purpose of this scheme is to set out the principles and values which underpin how we support the development of positive relationships within the Short Stay School for Norfolk, and to offer clear advice and guidance on how those values should be interpreted in practice.

As an all-through school working from a number of bases across the county, we operate in a number of different teams and interact with young people in a number of different scenarios. It is therefore a challenge to produce procedures or policies which cover all aspects of the work. Instead all staff within the short stay school are asked to agree a set of shared values and principles which guide and form our interactions with young people and how we develop pupil responsibility for their behaviour.

Our Values

As a school we believe :

- Staff and Students should feel safe and secure at school

- Adults should model the behaviour they wish to see

- Behaviour should be understood within the context of a young persons' life experiences

- Negative instructions produce negative reactions

- We must always praise more than we punish

- Responsibility for creating a safe and secure community lies with both staff and pupils

Promoting Positive Outcomes
In each classroom we will display the positive outcomes we aim for our students, these will be

<div align="center">

Respect Everyone
Keep Everyone Safe
Work Hard and Co-Operate

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Our first response to negative actions or words will always be to state the outcome we are seeking

"John – we keep everyone safe here"
"Jane – at Brooklands we co-operate"

Staff will always try to phrase instructions in a positive manner. Instead of saying *"don't run"* we say *"Please Walk"*

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Principles and Practice

We intend to achieve these outcomes by:

- Being a restorative organisation
- Agreeing clear expectations and appropriate boundaries of behaviour
- By modelling these through interactions between pupil-adult and adult-adult
- By ensuring responses are non-confrontational
- By helping pupils evaluate their behaviour and set targets through positive feedback and mediation
- Structuring the day through routine and consistency
- Demonstrating empathy and understanding
- Listening to others
- Showing respect and understanding towards everyone
- Using positive consequences to encourage the learning of appropriate behaviour
- Enabling young people to understand the impact of their behaviours on others and to take responsibility for any harm caused

Positive behaviour stems from positive relationships, explicit and taught expectations and effective communication.

Ways that are used to promote good behaviour include:

- Use of Restorative Approaches
- Classroom organisation
- Use of positive language
- Clear instructions

The best interest of the pupil is paramount. As a staff team we will do our utmost to:

- Understand the context in which each pupil lives
- Work closely with significant adults in the pupil's life
- Communicate pupil's needs clearly to pupils themselves, families, colleagues and other professionals
- Work closely with other agencies
- Observe, evaluate, plan, instigate, support and advise.

Positive Reinforcement

We believe that the basis of all good learning is healthy relationships between staff and young people. To this end all staff in the Short Stay School will seek to develop positive praise based relationships with children / pupils / students. Our interactions with students will always stem from positive reinforcement. Staff will actively seek to find actions to praise. Good examples will include
"Thank you for entering the room so quietly"
"You did really well completing that question"
"I really enjoyed what you had to say – thank you for sharing that"
"Great to see you this morning"
"Thanks for such a great lesson"
"I really like your coat – where did you get it?"

Implementation

The implementation of our values will differ across the constituent schools as the needs of different teams dictate. However all groups will ensure their practices reflects our values and ethos.

Restorative Approaches

As a school we will always aim to respond to our young people in a restorative manner. In the first instance all of our responses should echo the key principles of a restorative approach.

Rewards

As a school we operate a range of rewards. We aim to offer positive feedback at every opportunity and work to a ratio of 7:1 for positive comments versus negative comments. Appendix iii of this scheme sets out the main types of rewards used but is not meant to be prescriptive or exhaustive.

Dealing with Challenge

All students at the Short Stay School demonstrate a level of challenge in their personal interactions. It is the responsibility of our staff to respond appropriately to such challenge. In the first instance staff will always attempt to resolve issues using a range of de-escalation techniques and restorative enquiry.

Appendix iv of this scheme sets out the appropriate responses to challenge used within the Short Stay School

Using Consequences

We are a restorative school and as such use consequences sparingly and as a last resort. We believe that behaviour is changed through modelling positive relationships and providing positive experience. In the first instance restorative approaches to resolving conflict should always be used within the SSSFN.

As a school we have agreed a series of standard consequences which may be used if necessary. The purpose of these are to help students build self control and reinforce boundaries. Appendix v illustrates the type and range of consequences used in the Short Stay School.

Restorative Conferences

In the most serious incidents where relationships have broken down between staff members and students or where issues exist between students, a restorative conference may be used.

Within the SSSFN a restorative conference will follow this protocol.

The broker of the conference – usually the head teacher or other suitably trained member of staff - will speak separately to the teacher(s) and young person involved prior to the conference to explain its purpose and prepare them for participation. Ideally the parent or carer of the young person will also be invited to take part.

At the conference the broker will use the 5 themes of restorative enquiry to explore the situation and help the participants to agree a resolution.

As an outcome from the conference all parties will be asked to agree a way forward – this will usually take the form of an action plan or agreement. In some cases a review may also be set to look at the success of the action plan.
There are times when the restorative approach is not effective and an alternative strategy will need to be employed.

Intensive Support
The SSSFN may use a range of sanctions such as missing break or some thinking time, if these sanctions are ineffective Intensive Support may be used.

Intensive support will involve the student working in a one to one environment for a period from one day to a week. For the period of Intensive Support they will arrive at school at 1.00pm and leave at 3.00pm
During this period they will be directly supervised.

Staff Duties and Responsibilities

Recording Incidents
At the SSSFN we encounter challenges more regularly than colleagues in a mainstream school, it would therefore be unproductive to record all incidents. Instead we choose to record those incidents which are significant.
Significant incidents are those that have required input from more than two members of staff or lasted more than one lesson.
  - Thinking time does not need recording
  - Loss of break or other minor consequences do not need recording

Significant incidents are those most likely to be resolved through use of Restorative Conferences or Intensive Support.

Significant incidents should be recorded using the Incident report form.

Supporting Staff
Dealing with challenging young people has impact on staff and as a school we must all support each other in securing a healthy work environment for all.

Peer Support
In any given situation a staff member has the right to "tag" with another member of staff and leave the situation. Staff should agree in their working areas who they wish to have as potential tag partners and these colleagues will understand that in situations where a member of staff feels they need to leave they will use the following protocol.

Staff member will tell the other staff member in the class that they are going to use the *staff phone.*
The staff member will find their tag partner and simply ask to tag them for a specified time (ie. rest of the lesson or ten minutes)
The tag partner will replace the staff member in the lesson for the specified time.
When students question the change of staff all colleagues will say that the staff member had to take a phone call. Regardless of student questioning no further details will be given.

Privacy
It is sometimes important for staff to let off steam and express frustrations about student attitudes etc. In order to ensure that this can happen within a safe and confidential environment and still respect the rights of the young person to privacy, such venting should be undertaken only in the staffroom.
Views or opinions expressed in the staffroom will always be considered by colleagues to be private and not to be used for gossip or repeating outside of the staff room.

Dealing with Risk

By the nature of their experiences and the negative choices some students make they can pose risk to themselves and others. As a school we will use the following processes to manage that risk.

Risk Assessments

Risk assessments will be used to make informed judgements about any adjustments that are necessary to ensure a young person can safely access provision at our school.

Initial Risk Assessments should be completed as part of the student assessment process upon arrival at the school. Students who remain on roll at their host school are assessed as part of the referral process.

Any member of staff may request that a risk assessment be completed; the ultimate decision on the necessity of a risk assessment will lie with the Head. Any risk assessments completed with be made available to all staff.

Where the risk assessment identifies the possible need for restrictive physical intervention, further advice will be sought from the Norfolk Steps team and appropriate staff training or refresh will be arranged.

Physical Intervention

As endorsed in the Short Stay School's Positive Handling Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order. The Short Stay School has adopted the 'Norfolk Steps' approach to effectively manage challenging behaviour. The 'Norfolk Steps' approach promotes positive and protective handling strategies.

Recording and Reporting Incidents

Where restraint has been necessary the incident must be recorded on an incident form by the staff involved, normally as soon as possible after an incident prior to staff going off duty (where necessary within 24hrs). This must then be signed and approved by a senior member of staff (who has not been involved in the incident). Incidents involving Restrictive Physical Intervention (RPI) will be reported to main carer/parent. Where appropriate copies of incident reports will be sent on a termly basis to Social Workers and Youth Offending (other agencies such as mainstream school placements will be informed if deemed appropriate).

Support Following Incidents

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger

- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder
- Time with a member of staff to debrief the incident.

Special Needs Provision

The SSSFN aims to develop an atmosphere where all pupils feel included, secure and valued. We work in partnership with parents/carers to ensure no pupil is disadvantaged or excluded.

Equal Opportunities / Race Equality

We are committed to an environment that promotes equal opportunities for all children regardless of their race, colour, gender or religion and any work undertaken reflects this commitment.

Role of Parents/Carers

We believe that parents /carers have a fundamental role to play in helping the children learn and progress within our school.

We are committed to ensuring that parents/carers are informed about the work the children have done and their progress through regular communication between the home and school staff.

During the year the parents /carers are invited into school to see the pupil's work and they receive a written report to provide them with a record of the pupil's end of year progress.

Appendix i – Statutory Notices

The following statements refer to the school's responsibility to state clearly key policy points.

Uniform

At Key Stages 1 – 3 we expect our students to wear a uniform.
Students who remain on roll of a home school must wear the uniform of that school when attending the SSSFN
All other students in Key Stages 1 -3 must wear the SSSFN Uniform.

SSSFN Uniform

- White shirt or polo shirt
- Black jumper
- Appropriate dark trousers
- Appropriate black shoes

If necessary items may be borrowed from the school.

At Key Stage 4 we expect all students to dress appropriately for a day of study. This will be defined within the SSSFN as being:
- Clothes which will not cause undue offence to staff, students or the general public
- Clothes which do not cause safety concerns particularly in respect of sharp items or other dangerous edges
- Clothes which are not unduly revealing and thus cause distraction to other students.

The ultimate decision on suitability of KS4 clothing will lie with the Head.

Smoking

All parts of the SSSFN and their immediate surrounding areas are designated as non-smoking areas.
Students are not permitted to use alcohol, tobacco, matches, lighters, or "sniffable" products at any time. Smoking on site could lead to fixed term exclusion.

Drugs

If any student is found in possession of an unauthorised drug, it will be confiscated and locked away. If the substance is suspected to be an illegal drug, further action will be taken. Each situation will be dealt with individually and could result in police involvement.
(Please refer to the SSSFN Drugs Policy for further information.)

Weapons

If students are found in possession of knives or other weapons, they will be confiscated. Carrying a weapon on any SSSFN site could result in fixed term exclusion.
The police will be informed if appropriate.

Searching Students
The school reserves the right to conduct searches of students' possessions and clothes if there is reasonable belief that an illegal or dangerous item is concealed.

However in the majority of situations searching a child would be inappropriate. Young people should be given the opportunity to empty their pockets or bags and hand over illicit items. The further option can be used for their parent/carer to be called to conduct a search. Ultimately if necessary the Police should be called to conduct any search that is deemed absolutely necessary.

Exclusions
All exclusions will be conducted in line with national government guidance.

Confiscation
The school reserves the right to confiscate any items which contravene school rules or which the school feels are undermining the good order of the school. However great care should be taken when confiscating items as this may be a significant trigger for many students. Wherever possible items should be securely stored and returned at the earliest convenient time. If necessary items may be returned to a parent/carer however the school will remain responsible for the safety of those items until returned to their rightful owner.

Damage
The school will hold parents/carers responsible for any damage caused by the wilful actions of a student. Parents/ carers may be charged for damage caused at a new for old rate.

Police Involvement
The school reserves the right to involve the Police in any matter where they feel a student or adult has acted unlawfully. The school will fully comply with any Police request for information regarding a student.

Time Out
Within the SSSFN time out is always time limited to a few minutes as staff members will have invited or agreed with the pupil to take a short break from learning, sometimes to calm, sometimes to improve concentration:

Examples: to go together and get a drink of water – or take part in some Brain Gym – or go for an accompanied walk in the grounds - in order to enhance the brain's capacity to think clearly and learn.

Withdrawal
This is always under supervision and may be used to facilitate 'calm down time' for a pupil. It can be timed – so that the learning lost can be made up in pupil's own time; this should encourage these times to be as short as possible. Staff should be cautious about engaging in distracting conversation led by pupil or this may lengthen the amount of time lost from learning. Staff will be alert to re-engage with the pupil when he/she is sufficiently calm, acting rationally and willing to start on the next learning activity relevant to the learning lost.

Lunch time/break time detention
No longer requires the 24 hour written notice and does not need parental consent. Detention in their "own time" is more appropriate for many of our pupils than exclusion, which is notoriously ineffective in changing behaviour. The SEAL curriculum offers learning activities appropriate to changing behaviour, unless another curriculum task is the priority.
However as a restorative school we would always be seeking to resolve situations in an alternative manner to avoid the use of detention.

Detention after the end of the school day
This can present challenges such as rearranging transport, etc. It will often involve negotiating that the parent/carer should make their own collection arrangements as transport often does not run after 3pm.
The authority is entitled to charge for transport outside normal school hours or provide access to public transport systems.
However as a restorative school we would always be seeking to resolve situations in an alternative manner to avoid the use of detention.

Off-site behaviour
While we are **able to regulate certain conduct off school premises**, we can only impose sanctions when the pupil is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed whilst a pupil is on a trip, but not whilst the pupil is on his journey home from school for instance.
As with all elements of this scheme – our first recourse should be to a restorative enquiry and/or conference to resolve such issues. Sanctions should always be a last resort.

Appendix ii - Teaching and Learning

The Short Stay School uses a range of approaches to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. The Short Stay School curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

Pupils will learn through:

A range of proactive and responsive circles.

Modelling by others, clear boundaries, routine and consistency, the way they are responded to, expectations being made explicit, playing and working with others in planned situations that allow practice of skills, role play, understanding that actions have resulting consequences.

Pupils will have a specific behaviour target which will be part of their ILP. Positive behaviour will be reinforced through rewards. The consequences of negative behaviour will include reminders of expectations or making the right choices, loss of choice or loss of opportunity.

Appendix iii - Rewards

Positive Acknowledgement
The most frequent should be positive acknowledgement. Students should be praised for as many positive activities as possible. Examples would include:
"well done for coming in so quietly"
"that was an excellent response"
"great lesson – well done"

Smile Ticks
This is a systematised method for recording positives which can be used by all staff in their lessons. It has been successfully used with students of all ages and all key stages.
When a student does well at ANYTHING their name will be placed on the board with a smiley face. Thereafter any further positives will be marked with additional ticks.
The student with the most ticks at the end of the lesson should receive additional praise.
Ticks SHOULD NOT be removed for things which go wrong – but reference should be made to how many ticks the student had achieved eg.
"You have got 4 ticks so far – how could you get your fifth?"

Staff may use their professional judgement to use additional rewards within the tick system – but these should be small rewards and not of a monetary value.

Positive Call
All staff are encouraged to make positive calls home. A short phone call to a parent or carer to tell them that their child has done well at X is always welcome.
Staff can be worried about getting into conversations about the wider issues relating to that child. The following script may help.
"I am calling to let you know how well John did in Maths today. He completed three pieces of work and was very polite."
Any reply from the parent can be answered:
"I know John can be very challenging – but today his work in maths was great – thanks for letting me tell you about today – I'll pass on your concerns to John's key worker."
Positve calls by far the most effective and most appreciated reward for SSSFN students.

Positive Note
In some cases a positive note avoids the difficulties mentioned above and allows us to offer the praise without encountering negative feedback from parents.
A note can be typed or added to a compliment slip and passed to the office for posting.

As with the positive call – negative issues should be addressed in a separate communication and <u>not at the same time</u> as the praise.

Merits Systems
Merits can be given for a variety of good work or positive behaviour and counted up towards a bronze, silver or gold award.

Class Rewards
As with Merit systems these can be used to accumulate towards positive activities.

Certification & Recognition
The SSSFN uses a range of positive certificates including:

- Public recognition in circle time including Certificates of Achievement.
- Receiving certificate and cup for Pupil of the Week.
- Positive comments on daily target sheet sent home to parents.
- End of year barbecue with pupils, staff and parent/carers to celebrate success.
- Other end of term activities for pupils who gain the required number of behaviour merits in a countdown period.

Anonymous Student of the Week
Each week the staff will decide on a student of the week. This student **will not** know they have been chosen.
For the remainder of the week staff will list all the positive things that student does. The following Monday their learning mentor will sit down with them and go through all the positive things they did that week and send home the list to their parent/carer.

Student of the half term
Each month students will be asked to decide who has had the best half term with respect to the amount of praise they have had and the amount of challenge they have posed to staff.
The successful student will be able to choose from the following prizes:
- Flowers for a parent/carer
- Donation to a charity
- Voucher for their parent/carer.

Quality Assurance and impact evaluation within the SSSFN

When aiming to improve behaviour it is essential to teach what needs to be learned and continually pro-actively reinforce all positive behaviours for learning. Thus each pupil's rewards record should be much fuller than any list of sanctions. Good support, care and guidance is concerned with progress in learning and developing the abilities of pupils to become good citizens.

We should also avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding). A behavioural issue should be perceived as a fresh learning opportunity each time. A wide range of strategies are aimed at de-escalation and prevention of crises, which might otherwise result in harm, including loss of learning.

Used fully our de-escalation strategies offer staff the opportunity to demonstrate high levels of skill in teaching behaviours for learning and genuinely seeking to remove barriers to progress in learning, including bringing in "another face", as team work is often the way forward.

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Monitoring, Recording and Reporting

Staff are required to apply rewards and sanctions fairly, but personalised, taking account of age, ethnicity, gender, special educational needs, disability and individual circumstances.

All significant incidents are recorded within the SSSFN, in line with this scheme. These are handed to the local Head Teacher when complete.

Any patterns revealed which raise concerns about the application of the policy against the principles can then drive amendments to practice.

Staff development and training sessions will be arranged as needed to take forward developments and amendments.

Appendix iv - Strategies for Developing and Reinforcing Positive Relationships

The table below gives a guide to the appropriate responses used by staff at the SSSFN when they encounter challenging behaviour.

Challenge	Response
Swearing during conversation	**Affective statements ("that language makes me sad John")** The positive outcome should be restated "At school we try to be polite" or "We like to be polite here John"
Swearing at Staff	**Use of Affective statements** **Conducting a restorative enquiry** The positive outcome can also be stated as above. Where the swearing is repeated and/or is accompanied by threatening or intimidating behaviour the young person should be warned that this is not appropriate and if they continue ask to leave the lesson for some thinking time.(see separate section on thinking time)
Refusal to follow instructions	**Use of Affective statements** **Conducting a restorative enquiry** We can also restate the positive outcome "We try to co-operate here john," or "Remember we co-operate at school" A range of techniques can then be deployed **Repeating the instruction in a different way** - Having tried "Please sit down" – try "tell me about your day" whilst indicating the chair **Giving Options** - "Would you like to sit next to me or with Pam?" **Give time** - In a minute we will start the next question – make sure you have sat down by then. **Redirection** - Leave the matter for a moment and try to start a conversation about something else **Remind of Consequences** - "John I would like you to be successful, but not sitting down will have a consequence – make a good choice" After this give time for the student to make the choice. **Use of a warning system or cross** **Thinking Time** - If several of the above techniques have been tried and been unsuccessful you may ask the SSA to help the student with some thinking time.
Running around the building	Where a young person is running around the building and refusing to stop when asked staff should firstly have a view to the safety of the young person. In some instances following the young person may cause

	them to run more and put them at risk of accident, on other occasions it will be necessary to follow to observe their safety. The follow tactics may be considered. **Phone ahead** : - do not follow the young person but phone ahead to another colleague in the building who may be able to look out. **Distance** : - follow at a distance without engaging the young person in conversation. **Doors** : - open the door to a classroom and gesture into the room without speaking. Generally it is advisable to not enter into a chase scenario where the young person will draw entertainment from their defiance. Sitting in a nearby location and facing away from the student can lead them to come back to you eventually to investigate your lack of interest.
Absconding	Students who leave the site without permission and are out of sight should be considered to be in danger. Our duty of care insists that we contact their parent/carer to let them know they have left. If we are unable to contact a parent or carer and we continue to be unaware of their location the senior member of staff should consider whether the police should be informed.

Thinking Time

There may be times in a lesson when a young person needs a moment to regain their composure or the member of staff needs time to settle the class. This is referred to as Thinking Time.

They should operate in the following manner.

The member of staff should ask the second member of staff to give the student some thinking time. Eg.

"John, I think Jenny needs some thinking time – please help her"
"Jenny I think you should have some thinking time with Mr Smith"

The second member of staff should accompany the student from the lesson to a quiet room or appropriate space.

The format of Thinking Time should follow this process.
The member of staff asks just four questions of the student.
1) What's happened?
2) How do you feel about it?
3) How can we make it right?
4) Shall we make it right now?

These questions may be asked in a different order but additional questions **should not** be added and the staff member should not be drawn into an argument. Some questions may need asking several times until the student is ready to answer appropriately.

The aim is for the student to return swiftly to the lesson and make it right.

When the staff member returns to the lesson with the student the following protocol should be observed.

The member of staff bringing the student back should say
"Jenny is ready to return now."

Sometimes a the student may need to make right what they have done on these occasions then the member of staff should say

"Jenny is ready to return now but would like to talk to you at the end of the lesson"

The member of staff in the lesson should welcome the student back into the lesson and make no further reference to the incident or the thinking time.

If more than two sets of thinking time are required in a lesson then consideration should be given to removing the student for the remainder of the lesson.

Appendix v - Sanctions Approved for Use in the Short Stay School

The following chart indicates the consequences we use and their likely implementation

In the first instance a more restorative approach should have been tried before consequences are employed.

Consequence	Implementation
Loss of Break time	Should be used for mid level issues such as failure to attempt work or repeated rudeness
Stay Behind – student to do extra work at the end of the session for 15 – 30 minutes	Should be used when student disruption spreads across multiple lessons
Negative Call	Phone call home to explain that the student has had a poor day. To ensure that families do not receive conflicting messages – Negative calls should be made by Secondary Leader or Engagement Leader only.
Loss of Computer Access	Best used for repeated misuse of the computer or failure to complete work in lessons
Loss of outside time	Suitable for persistent issues at break time or other non contact time.
Report cards	Best used to help students see and prove their success in changing their behaviour

Issuing Consequences

Consequences should be issued in such a way as to avoid unnecessary confrontations and allow the lesson to continue.

Staff will use as many of the tactics previously listed as possible to avoid resorting to consequences. The use of consequences will always be a last resort. When the member of staff feels they are needed they should be referred to simply and without detail. Eg.

"Billy you haven't been able to follow instructions today so there will have to be consequence for that."

"John you've made some bad choices today so you will receive a consequence."

"Joan if you continue to do that you will receive a consequence."

Wherever possible the young person should have the opportunity to redeem their consequence.

"You had a poor start to the lesson John, but if you complete that work we will be able to remove the consequence."

Only the member of staff who gave the consequence can remove it.

The detail of the consequence should be discussed at the end of the lesson or followed up at a later convenient time.

All consequences must will dealt with on the same day and cannot be held over to later lessons.
Each lesson must start with a clean sheet.

Appendix vi – Approved Procedure for Sending Home Students

As a school we have a duty of care to all our students (as well as our staff). This duty of care places certain responsibilities upon us which become difficult at times to manage when students are at their most challenging

The most difficult element of this is in regard to sending students home. We have a duty of care for the young person throughout their official school day (which we can set) and our duty is passed back to parents during the journey home. However, when we send students home early our duty of care applies to their journey home unless we have specifically passed this responsibility back to the parent or carer.

The difficulty inherent within this is that if we send a student home early without first having contacted his/her parent we would be liable for any misfortune that happened to that child until they reach home (whether they return immediately or not).

It is therefore very important that parents or carers are contacted **before** a child leaves the site.

Obviously if a student leaves the site without permission or without our knowledge then our responsibility is different. We are then responsible for making contact with home as quickly as possible. If parents cannot be contacted the senior person in charge at the time should give consideration to whether the police should be contacted to report the child missing. Such decisions should be based on past history of the young person and the level of risk he is likely to pose to him/her self and/or others.

In a situation where a parent has not been contactable for the remainder of the school session – then police should be contacted.

Procedure for sending a child home before the end of their timetabled day

1) If a member of staff wishes to send home a child they must seek the authorisation of the Head or in his absence one of the Senior Leaders (Secondary Leader, Engagement Leader or Primary Leader)
2) Once authorisation has been granted then the following information should be given to the school office.
   - Name of Child
   - Reason they are being sent home
   - When they are expected to return
   - When the parent will be contacted with a follow up call
   - Who will contact the parent with a follow up call.

Steps 1 &2 above must be undertaken BEFORE the student is told they are being sent home

3) The School office will include in their conversation the following

- The parent/carer will be given the opportunity to collect their child in person or pay for a taxi
- The parent will be made aware that if they wish their child to walk / bike home they will responsible for their actions on the journey home.

4) The school office will make contact and report the result back to the senior member of staff dealing with the situation.
5) Staff member may now inform the student (wherever possible in private) that they are going home. If a parent has opted to collect the student it may be advisable not to inform the student they are going home until the parent has arrived.
6) Where a student is being allowed to walk or cycle home they should be accompanied to the school gate.
7) Only those staff who are dealing with the incident should be involved, with one other member of staff acting as a discrete observer.

Wherever possible sending a student home should only be done after a crisis point has passed and the child has regained some composure. Sending a child offsite who is angry or still in a hyperactive state is likely to put that child at increased risk of mishap during their journey home.
Every effort should be made to avoid sending a student home.

8) When the child has been sent home the senior person in charge should arrange for the appropriate exclusion letter to be written and sent and for the register to be marked accordingly.
9) The senior member of staff dealing with the incident should contact the parent / carer later the same day to ensure the student arrived home safely and arrange for a debrief with the student/parent.

Reintegration
Upon their return to school the young person should whenever possible go through a reintegration process. This process will differ depending on circumstances but should include:
- A restorative enquiry with the young person and appropriate staff (in some cases a full restorative conference will be needed)
- The use of affective statements to help the young person understand the impact of their actions
- The agreement of key actions to remedy any harm caused and to avoid repetition of the incident

Appendix vii – Definition of Active Supervision

The role of a member of staff on duty is to provide active supervision. This entails engaging with the young people and proactively monitoring behaviour. In particular it is vital that you are pre-emptive in you actions in terms of keeping young people engaged and ensuring that "hot spots" and confrontations are avoided.

Most of our students are very obvious when they are getting bored and/or agitated and it is the responsibility of those on duty to actively watch for those signs and take action early. The simple task of offering a game of table tennis or ensuring there are enough seats for lunch can avoid a large scale incident.

Effective supervision is active participation in the break or lunchtime. Within a mainstream environment passive presence may be sufficient to avoid issues, in our school it is not. To do your duty effectively you will need to be actively engaged with the young people.

It is also vital that supervision supports the staff as well as the students. Failure to arrive on time for your duty may leave your colleague in a vulnerable situation without support; similarly forgetting your duty may be a simple mistake on your part, but can have drastic consequences for the colleague who is left with more students than they can safely supervise alone.

Please ensure that you know when your duties are and that you are on time to enact your responsibility. Similarly if you know you are going to be absent for a duty please ensure that you arrange for a replacement.