

HARRIS ACADEMY MERTON

STUDENT DISCIPLINE – GUIDELINES and PROCEDURES 2011-2012

Expectations of Behaviour

In order for the behaviour policy to be effective a clear relationship with other Academy policies has been established, particularly rewards, equal opportunities, special educational needs and anti-bullying.

It is the expectation of the Academy that the behaviour of our students will be of a very high standard at all times. We expect students to behave in a sensible and reasonable manner both on and off the Academy site, showing respect for property, staff and each other. In practice, this means:

- avoiding aggressive confrontations
- not indulging in bullying or harassment of a racial or sexual kind
- treating all staff with respect
- moving around the Academy site in a sensible manner and respecting the fittings and decoration
- using items of Academy equipment as intended, minimising the risk of damage or unnecessary replacement
- not eating, chewing or drinking in lesson time nor anywhere outside the Dining Hall (unless water from a clear bottle)
- working to the best of their ability
- not endangering the lives of others by interfering with Fire Prevention devices and alarms
- not bringing the Academy into disrepute by unacceptable behaviour off-site, whether in the locality to and from home to the Academy, or further afield e.g. on Academy visits

There is a reciprocal responsibility for staff to behave in a supportive, non-confrontational manner towards students in order to help them achieve their full potential. Staff are expected to consistently challenge the behaviour of students who act inappropriately

SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences

1. Dealing with minor offences

A Negative Event should be entered electronically on ePortal (under Negative Student Events) by **any member of staff** to record a **significant** incident of 'unacceptable' behaviour (e.g. persistent disruption, repeated lack of co-operation, defiance, **repeated** transgressions of rules). It should not be used for 'general information'. **Negative Events must be entered by the end of the working day on which the incident takes place.**

If a student accumulates **five** or more Negative Events during a term, a letter is generated, notifying the parents of the unacceptable level of incidents of concern. This letter is signed by the student's Subject Co-ordinator. The letter invites parents to contact their son/daughter's Tutor to discuss the situation (Appendix 1). The student will also be placed on report to their form tutor and a SAD set.

If a student accumulates **ten** or more Negative Events during a term, a letter is generated, inviting parents to a specified appointment with their son's/daughter's Tutor (**Appendix 7**). A subject co-ordinators' detention will be set and the student placed on report to their subject co-ordinator.

Fifteen or more Negative Events during a term will mean an SLT detention is automatically set, and the student will be placed on report to their Faculty Director. On an individual basis, Faculty Directors may refer students to the SRC at this stage. The student is also placed on the Academy's "Banned List" (preventing her/him taking part in visits, trips, sporting events or in-school extra activities for a fixed period).

An email is sent to the student's Faculty Director, Subject Co-ordinator and Tutor informing them that the letters have been issued.

1. Procedure for minor offences

a) Inside the classroom

All staff are given clear guidance on how to use the Academy's procedure for using assertive discipline techniques to manage low level disruption in the classroom. The Academy's approach when classroom rules are broken is to apply SWAT:

1. **S**tate the rule that is being broken
2. **W**arn of the consequences if the rule continues to be broken
3. **A**pply the sanction – move seats, 15-minute detention with the classroom teacher and ePortal negative
4. **T**ransfer the student to another classroom – ePortal negative, classroom teacher contacts parents, 30-minute detention with the classroom teacher.

Consistency and uniformity is the key to successful implementation of the policy.

Detailed guidance on the use of SWAT is included as [Appendix 17](#).

b) Outside the classroom

Teachers take action themselves and enter a Negative Event on ePortal on the day of the incident.

Report data will be generated each week and circulated to the Faculty Directors for weekly Faculty Meetings.

Action could be:

- a verbal warning
- note in planner
- phone call/letter home
- 15-minute same-day detention
- Personal Detention: 30 minutes
- Subject Area Detention (SAD): 45 minutes
- Subject Co-ordinators Detention: 60 minutes (can only be issued by a Subject Co-ordinator or SLT)
- Senior Leadership Team (SLT) detention: 90 minutes (can only be issued by SLT)

2. Procedure for major offences

A major incident would be classed as being:

- An unprovoked assault on a student and/or member of staff
- Criminal damage to personal and/or school property
- Intimidation of a member of staff
- Defiant or continued refusal to obey a reasonable instruction
- Any criminal act including drug abuse, extortion, pornography, bringing a knife into school etc

Not all major incidents will lead to exclusion or referral to the Student Referral Centre, with every case being assessed on an individual basis, but consistency of punishments will be maintained.

a) Inside the classroom

Under no circumstances should students be placed unsupervised outside the classroom, but there may be some special circumstances when students are taken from the classroom to another supervised teaching area e.g., a heated argument, dangerous behaviour, violent conduct etc. If the student cannot be quickly returned to their classroom, a manager from the subject or faculty or the Duty Principal should be called. Subject teams should devise colleague support rotas. **Student statements ([Appendix 18](#)) should be taken by the person dealing with the incident, who then refers it to their line manager. If the decision is to refer the student to the SRC, an SRC referral form ([Appendix 20](#)) is used and the appropriate SRC**

referral procedures are followed. If the decision is to exclude the student, an exclusion investigation form (Appendix 19) is used and the appropriate exclusion procedures are followed.

b) Outside the Classroom

If a case of serious misconduct occurs outside the classroom, the member of staff dealing with it should decide whether to refer the incident to the Subject Co-ordinator, the Faculty Director or to call the Duty Principal. **Student statements (Appendix 18) should be taken by the person dealing with the incident, who then refers it to their line manager. If the decision is to refer the student to the SRC, an SRC referral form SRC referral form (Appendix 20) is used and the appropriate SRC referral procedures are followed. If the decision is to exclude the student, an exclusion investigation form (Appendix 19) is used and the appropriate exclusion procedures are followed.**

INSIDE THE CLASSROOM	OUTSIDE THE CLASSROOM
<p>Structure of Support offered is through</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Subject Teacher</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Head of Subject</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Subject Co-ordinator</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Faculty Director</p> <p><i>Tutor informed and/or consulted as appropriate</i></p>	<p>Structure of support offered through teacher involved in incident</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Student's Tutor</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Student's Co-ordinator</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Faculty Director</p>

Examples of behaviour inside the classroom to be recorded as a negative event and sanctioned.	Examples of behaviour outside the classroom to be recorded as a negative event and sanctioned.
<ol style="list-style-type: none"> 1. Rudeness or lack of respect to staff 2. Fighting or dangerous behaviour 3. Abuse of or vandalism to equipment 4. Repetition of inappropriate conduct, 	<ol style="list-style-type: none"> 1. Rudeness or lack of respect to staff 2. Fighting or dangerous behaviour 3. Abuse of Academy premises 4. Truancy 5. Smoking 6. Refusal to do as requested

<p>i.e. continually arriving late to lessons/ chewing/ lack of equipment/ lack of effort/ no homework</p> <p>5. Refusal to do as requested</p> <p>6. Major offences (see list)</p>	<p>7. Major offences (see list)</p>
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THE ROLE OF KEY STAFF

The Role of the Form Tutor

Tutors should call in parents of any student where they have reason to be concerned. The tutor may decide to request that the Faculty Director issues a progress check on the student. Parents may be called in earlier at the tutor's discretion. The tutor's Co-ordinator should be informed of such action prior to it taking place and all interviews and/or telephone conversations should be recorded on ePortal as a parental contact. If there is still no improvement after the interview with the parents, the case should be referred to the tutor's Subject Co-ordinator for further action and, if appropriate, to the Faculty Director.

Form Tutors are responsible for:

- Ensuring that they are aware of all behavioural issues in their form and the sanctions/ intervention being applied to individuals within the form
- Liaising with the Subject Co-ordinator and Behaviour Support Manager to set targets for students prior to an Intervention Meeting
- Attending Intervention Meetings.
- Placing students on Tutor's Green Monitoring Report and checking reports on a daily basis to ensure targets are being met.

The Role of the Subject Co-ordinator

Subject Co-ordinators should call in parents for any student where they have reason to be concerned. Subject Co-ordinators are responsible for developing strategies which will ensure that student support is effectively managed by teachers in the classroom. They should be consistent when checking on Incident Reports from their team. Practices and procedures specific to a particular subject (e.g. practical subjects) should be clearly outlined in the Subject Area Handbook.

Subject Co-ordinators are responsible for:

- Ensuring that they are aware of all behavioural issues in the forms they are responsible for and the sanctions/intervention being applied to individuals within the forms.
- Placing students on Subject Co-ordinator's Orange Monitoring Report and checking reports on a daily basis to ensure targets are being met.
- Holding 60 minute Subject Co-ordinators Detentions
- Liaising with the Form Tutor and Behaviour Support Manager to set targets for students prior to an Intervention Meeting.
- Communicating with the Detentions Organiser who informs the Subject Co-ordinator of students who have been issued with two SLT Detentions.
- Holding Intervention Meetings for students after two SLT Detentions ([Appendices 8 and 9](#)).

- Placing students on a Monitoring Report for two weeks following an Intervention Meeting and emailing relevant staff with targets. Parents contacted after two weeks to discuss progress and review targets. The student will then meet his/her Co-ordinator each week for the rest of the term (minimum of six weekly meetings).
- Contributing to the Duty Principal rota.

The Role of the Behaviour Support Manager

The Behaviour Support Manager is responsible for:

- Managing the Student Referral Centre (SRC) to ensure that the isolation unit provides a silent, productive study environment
- Ensuring that each student placed in the SRC receives a 1:1 support and advice session
- Assessing students' ongoing support requirements and placing them on a suitable programme provided by the SRC or referring them to the Director of Learning Support
- Providing staff with background information about students with behavioural difficulties and strategies that can be used to try and improve behaviour.
- Liaising with students' parents/carers about the students' progress in the SRC and on the support programmes
- Meeting with the Director of Learning Support on a weekly basis to review students' cases.
- Organising Behaviour Support Programmes (BSPs) for those students who are referred to the SRC by Faculty Directors.

The Role of the Academy Senior Leadership Team (SLT)

Severe problems will be dealt with by the Faculty Directors and Vice Principals, and, in exceptional cases, the Principal. The Academy SLT will support staff in classes and corridors, by maintaining a high presence through a daily patrol (Duty Principal rota) throughout the Academy day. They can be contacted, in an emergency, by radio.

The SLT and in particular the Faculty Directors are responsible for:

- Ensuring they are aware of all behavioural problems in their faculties and the sanctions/ intervention being applied to individuals within the faculty
- Ensuring work is set and marked for excluded students
- Daily patrol (Duty Principal rota)
- Holding 90 minute SLT Detentions ([Appendix 4](#))
- Meeting on a weekly basis with the Director of Learning Support to review students' cases.
- Liaising with the Subject Co-ordinator, Director of Learning Support and Form Tutor to set targets prior to a re-admission interview.

- Re-admission interviews following exclusion to produce a Support Programme ([Appendix 11](#))

DETENTIONS

Detentions can be given to individual students for misbehaviour and/or lack of effort in lessons.

(Please refer to the detention system flow chart on the next page)

1. Students may be detained for **15 minutes each evening without advance notification to parents.** On request, students will be given the opportunity to telephone their parents to inform them that they will be 15 minutes late leaving the Academy. **Personal Detentions of 30/45 minutes can be held by the Tutor but twenty-four hours written notice must be given to parents for any detention longer than 15 minutes.**

2. **Subject Area Detentions (SADs)** for 45 minutes (with twenty-four hours' notice) can be given by Subject Teachers by recording the details in student planners. Subject Co-ordinators must ensure a record of SADs is kept and information passed to the Detentions Organiser.

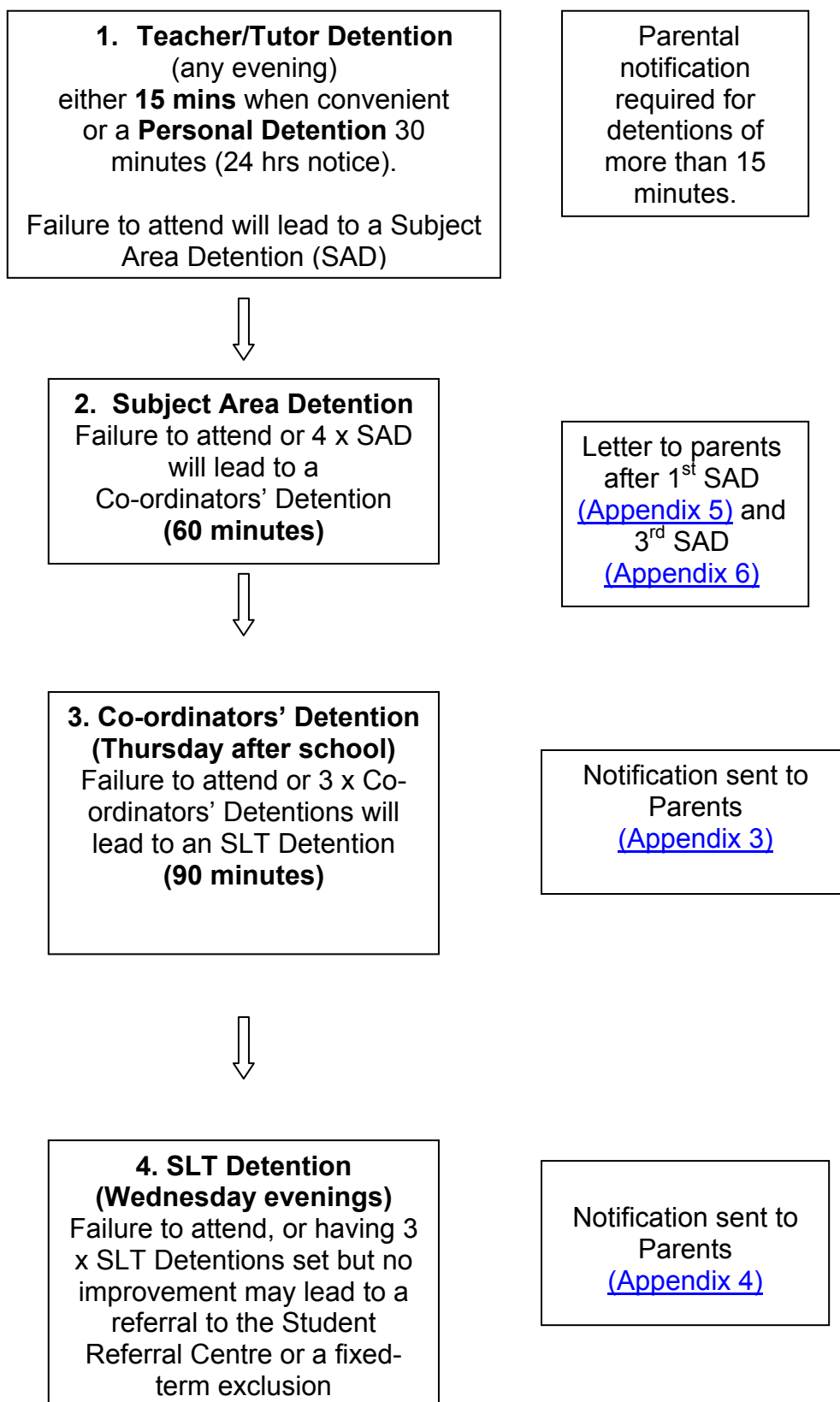
3. Subject Co-ordinators can refer students to a **Subject Co-ordinator's Detention** for one hour on a Thursday after school (see flow chart on next page). These are also for students who have missed a SAD or been issued four SADs in a term.

4. **Senior Leadership Team Detentions.** For very serious offences or for missing a Co-ordinator's Detention, the student will be placed in a Senior Leadership Team Detention (SLT Detention). This takes place on a Wednesday and is for 90 minutes. The student will also be given an SLT Detention for every 3 Co-ordinator's Detentions that he/she receives. Failure to attend a SLT Detention **may** lead to the student being referred to the Student Referral Centre, or if a student is set three SLT Detentions and no improvement is made by the student, rather than receiving a fourth, or further, SLT detentions this **may** lead to the student being referred to the Student Referral Centre instead.

DETENTIONS ISSUED FOR POOR PUNCTUALITY TO REGISTRATION

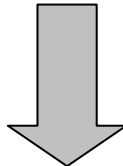
With reference to the Harris Academy Merton Attendance Policy, detentions will be issued to those students who arrive late to morning registration, and lessons. A 15 minute same day detention during lunch time and an accrued detention on Friday following repeated late arrival to the Academy.

Harris Academy Merton Termly Detention System

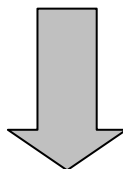


ARRANGEMENTS FOR SUBJECT CO-ORDINATORS' DETENTION

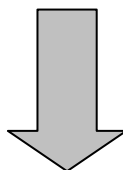
Co-ordinator meets student and verbally places them in a Co-ordinators' Detention. Does not specify date of detention.



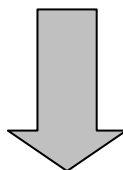
Co-ordinator sends email to Detention Organiser with full name, tutor group, reason.



Detention Organiser decides when detentions are to take place, taking into consideration duplication of referrals.



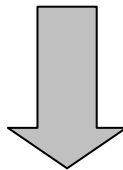
Letters are produced by Detentions Organiser ([Appendix 3](#)). Letter states that the parent should write the given date of detention in son/daughter's Planner. An email is sent to all staff informing them of which students have been placed in Subject Co-ordinators' Detention.



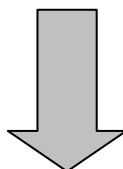
Detention takes place in designated room on Thursday afternoon. Students collected by Senior Staff during last Period. Those absent for their detention will be set a replacement detention for when they return to school.

ARRANGEMENTS FOR SENIOR LEADERSHIP TEAM DETENTION

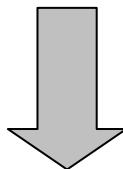
Faculty Director meets student and verbally places them in an SLT Detention.
Does not specify date of detention.



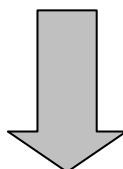
Faculty Director sends email to Detention Organiser with full name, tutor group, reason.



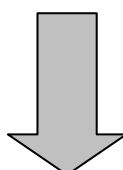
Detention Organiser decides when detentions are to take place, taking into consideration duplication of referrals.



Letters are produced by Detentions Organiser ([Appendix 4](#)). Letter states that the parent should write the given date of detention in son/daughter's planner.
An email is sent to all staff informing them of which students have been placed in SLT detention.



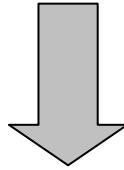
List of clients displayed on Student Information Board from midday Tuesday.
All staff e-mailed list and list posted on ePortal.



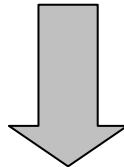
Detention takes place in designated room on Wednesday afternoon. Students collected by Senior Staff during last Period. Those absent for their detention will be set a replacement detention for when they return to school.

ARRANGEMENTS FOR REFERRALS TO THE STUDENT REFERRAL CENTRE

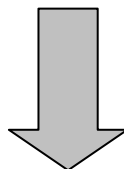
SLT refer student to the SRC by completing a referral form – which must be signed by a Vice Principal or the Principal – and sending the form to the SRC.



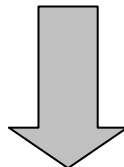
Behaviour Support Manager telephones student's parents/carer and informs them of the referral



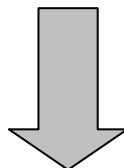
Behaviour Support Manager provides Exclusions Officer with referral form to produce letter. Letter states reason for referral, as well as dates and times of isolation.



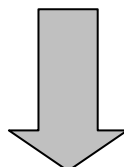
Each morning, Behaviour Support Manager or Assistant collects SRC clients from Student Reception and escorts them to the SRC.



At the end of each day, Behaviour Support Manager or Assistant escorts SRC clients off site.



Behaviour Support Manager or Assistant phones parents to give feedback on students' performance in the SRC.



Behaviour Support Manager or Assistant makes suitable information entries on ePortal.

SUPPORT STRUCTURES – INTERVENTION PROGRAMME

Aim: *To implement a programme of pastoral support for students. This programme is intended to help avoid the student accumulating punishments and to support the student in improving aspects of his/her behaviour, work and conduct.*

Process:

Stage 1

Standard letter to the parent(s) when a student receives his/her **first and third Subject Area Detention (SAD)** ([Appendices 5 & 6](#))

Stage 2

The Subject Co-ordinator will invite parent(s) to a formal Intervention Meeting when a student receives his/her **second Senior Leadership Team Detention** in a term ([Appendix 8](#)).

(NB Students will only have one formal Intervention Meeting each term)

Parents should be referred to the originating member of staff if they have any concern about sanctions used.
Parents may also be contacted by telephone at any stage of the process.
Please use the telephone *aide-memoire* sheet and place on student's file.
([Appendix 2](#))

Stage 3

At the formal **Intervention Meeting** an Intervention Programme will be drawn up for the student ([Appendix 9](#)). This programme is to help avoid the student gaining a third Senior Leadership Detention and likely subsequent exclusion.

Process:

1. The Detentions Organiser will inform the Subject Co-ordinator when an Intervention Meeting is necessary for a student in his/her area
2. The Subject Co-ordinator will arrange the time and location for the meeting (which will involve the **student, parent(s), Subject Co-ordinator and Form Tutor**) and inform parent(s) in writing enclosing a record of incidents and punishments
3. The Subject Co-ordinator will discuss and agree appropriate targets with the SENCO and the Form Tutor in advance of the meeting
4. The meeting will be led by the student's Subject Co-ordinator. Agreed targets will be set and success criteria agreed
5. The student will be placed on report for an initial period of two weeks

6. The Form Tutor and Subject Co-ordinator will monitor the student's fulfilments of the agreed success criteria and feed back to the parent(s) after 2 weeks to discuss progress and review targets as necessary

Intervention Meeting – Guidelines

- The meeting should be conducted in a constructive atmosphere with the emphasis on improvement and success rather than previous misdemeanours and sanctions.
- Do not get drawn into conversations about the rights and wrongs of previous sanctions.
- Allow the parent(s) and student to make suggestions for how improvements and success might be achieved.
- Introduce the agreed targets and confirm agreement of the student and parent(s).
- Be clear about where the student currently stands in relation to Academy sanctions, e.g. are they going to get a Co-ordinators' Detention for one more late? Will this place them in another SLT Detention?
- Stress that a third SLT Detention is likely to lead to a referral to the SRC.
- Confirm agreement to the set targets and explain success criteria.
- Parent(s) and student to sign Record of Intervention.
- The Detentions Organiser will copy the Record of Intervention and send a copy to parent(s).
- **Targets that are agreed at the meeting are written onto the student's report.**

Possible and suggested targets

Target	Possible Success Criteria
Improve punctuality to Academy	<ul style="list-style-type: none"> • only 1 late per week or no lates
Attend lessons on time	<ul style="list-style-type: none"> • no unjustified lateness to lessons
Bring basic equipment to all lessons	<ul style="list-style-type: none"> • all equipment checked daily by form tutor • no notes in planner re equipment
Sit where directed by teachers	<ul style="list-style-type: none"> • no negative comments from teachers • on task at least 90% of time
Raise hand and wait when you wish to speak	<ul style="list-style-type: none"> • calling out to be significantly reduced • no calling out during lessons
Complete set tasks in lessons	<ul style="list-style-type: none"> • no detentions for unfinished work • work marked 2-5 for effort
Complete homework tasks	<ul style="list-style-type: none"> • no detentions for unfinished homework • homework marked 2-5 for effort
Listen to teachers' instructions	<ul style="list-style-type: none"> • positive comments on report • successful completion of set tasks
Avoid "outbursts" in lessons	<ul style="list-style-type: none"> • no reported "outbursts" on report • positive comments on report
Avoid confrontations with other students	<ul style="list-style-type: none"> • discussion with Form Tutor or Co-ordinator to resolve any problems

	<ul style="list-style-type: none"> • positive comments on report
Move around the Academy in a calm way	<ul style="list-style-type: none"> • no detentions received
Discuss any problems calmly with a member of staff	<ul style="list-style-type: none"> • positive comments on report • discussions with Form Tutor or Co-ordinator to resolve any problems

Meetings with parents

In order to support the Academy's policies on discipline, punctuality and attendance, parents, students and staff are expected to attend all appointments that are arranged by the Academy to discuss concerns in these areas. All letters sent to parents asking them to attend these meetings make it clear that failure to attend will result in their son/daughter being isolated from lessons until such time as the meeting has taken place:

- 10 negative meeting
- Attendance meeting
- Punctuality meeting

Monitoring Process

It is vital that a student involved in this process is closely monitored following the Intervention Meeting. It is the responsibility of **all staff** to monitor the student's progress and inform the student's Co-ordinator of both positive achievements and any concerns.

The monitoring process is as follows:

1. **The student will be on Monitoring Report for one week following the Intervention Meeting.** A judgement is made as to the appropriate level of report: Green for Form Tutor Report, Orange for Subject Co-ordinator Report, Red for Faculty Director Report. Staff will be asked to make both positive and critical comments in relation to the targets set. The student will report to the member of staff to whom s/he is on report each day to review progress. Parents are informed by letter when their child is placed either on Subject Co-ordinator's Report ([Appendix 21](#)) or Faculty Director's Report ([Appendix 22](#)).
2. The student's **Co-ordinator will contact the student's parent by telephone at the end of the report or when the student changes the level of report** to discuss progress and review targets as necessary.

If the student is failing to meet targets or appears likely to receive further Co-ordinators' or Senior Leadership Team Detentions, the student's Co-ordinator is to contact parent(s). It must be made clear that the student is at risk of being referred to the SRC if he/she receives a third SLT detention.

Guidelines for the use of Monitoring Reports

1. Reports should be used for short periods of time as a means of support, e.g. two weeks, and relate to specific areas of concern e.g. homework, concentration, behaviour, effort etc.
2. When placing a student on report, a judgement is made between the Form Tutor, Subject Co-ordinator and Faculty Director as to which level of report to use. The lowest level of report is the green report to the Form Tutor. The next level is the orange report to the Subject Co-ordinator, and the highest level of report is the red report to the Faculty Director. Students can be moved up or down these levels, depending upon their performance and success in meeting their report targets.
3. The member of staff issuing the report must fill in the appropriate details on the report. It must be clear why the student is on report and what the student's targets are.
4. The student is responsible for handing the report to subject teachers at the start of each lesson. The student must be aware of why they are on report and what the report process is designed to achieve.
5. Parents need to sign the Monitoring Report and must be contacted at the beginning – in the case of Subject Co-ordinator's and Faculty Director's Reports – and end of the report process to discuss progress made and the need for any further action.
6. Faculty Directors should be consulted before a student is placed on report.

Possible follow-up actions after each stage of the process

- ✓ Form Tutor/Co-ordinator/Faculty Director to discuss relevant issues with students.
- ✓ Student to analyse/write about patterns of behaviour.
- ✓ Co-ordinator to place student on **Monitoring Report** for short period of time e.g. two weeks.
- ✓ Specific targets to be set for student. These must be monitored by Form Tutor/Co-ordinator/Faculty Director.
- ✓ Referral to Faculty Director for progress check report.

GUIDELINES ON THE USE OF PHYSICAL RESTRAINT

Staff must not use physical force to punish students. Force should not be used except in self-defence or an emergency, where a teacher may have to react quickly to prevent injury. A member of staff should only use physical restraint in extreme circumstances. These include preventing a student from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property

The use of 'reasonable force' could be left for a court to decide, so physical intervention should only be used as a last option. There is a provision under the Education Act (1997) for the use of physical restraint when a student is 'acting in a way that is counter to maintaining good order and discipline at the school', but because this is vague, and could lead to court action, the Academy recommends that all other measures should be used apart from physical restraint, in these circumstances.

If a member of staff does have to use any form of physical restraint, they should record this in an incident book in the Student Reception and report it immediately to the SLT.

EXCLUSION OF STUDENTS

Although legislation does not cover Academies, DfE guidance notes on Exclusions sets out model procedures of good practice, which this Academy must be consistent with. Updates to the guidance will also be applied. This Policy covers Year 7 to Year 12. The maximum limit for a fixed term Exclusion is 45 Academy days in any one Academy year.

Before making the decision to exclude, the Academy will ensure that a **thorough investigation** has been carried out, including allowing the student to give his/her version of the events both orally and on a Student Statement ([Appendix 18](#)), seeking any **witness statements** and considering any evidence of provocation (racial, sexual or otherwise). Any record of previous misdemeanours will be taken into consideration and referred to in the correspondence to parent(s).

No student will be sent off site before the end of the day unless contact has been established with parents/carers. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. At the point of exclusion, a letter will be sent home both by hand and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with parent(s) of the student informing them of the exclusion. All exclusions will be recorded on the Academy Exclusion Database and on the student's file. The Chairman of Governors and Chairman of the Disciplinary Committee of the Governing Body will be informed within one Academy day of all permanent and/or temporary exclusions as appropriate.

The LA will be informed within one school day of all permanent exclusions and at the end of every term of all exclusions.

Only the Principal or in his absence the Vice Principal, will have discretionary power to exclude any student for a fixed period or permanently. In the event of a permanent exclusion, should the Principal be absent, an interim fixed period exclusion will be made.

For all fixed period exclusions and permanent exclusions (until the decision of a Governors Discipline Committee has been communicated to parents), **work will be set and marked by the Academy in all cases. The responsibility for this rests with the student's Faculty Director.**

- **After an exclusion**, a student will be re-admitted by his/her Faculty Director or Subject Co-ordinator following a meeting with parent(s) in which the Terms and Conditions for re-admission are carefully explained to both the student and the parent(s). The Faculty Director or Subject Co-ordinator will draw up with the parents an Individual Intervention Programme (Appendix 9) which they and the student will be requested to sign prior to re-admission

- **Subsequent exclusions will refer back to the original IIP and the targets that were set.** Where a student is excluded on a number of occasions, his/her situation will be reviewed leading to either the agreement of another Support Programme or to permanent exclusion on the grounds of persistent and defiant misbehaviour. A serious one-off incident can also lead straight to permanent exclusion. The decision will be conveyed in writing and include details of the procedure for parents to follow in exercising their right of appeal against permanent exclusion.

Individual Intervention Programmes

IIPs are used by the Academy to provide students returning from fixed term exclusion with tangible SMART targets that are designed to improve their behaviour. Once a student is excluded they will be reinstated using the proforma in [Appendix 9](#) and follow the flow chart in [Appendix 10](#)

The IIP will last for a fixed duration of 16 weeks, and it will coincide with a weekly 1:1 support meeting with a member of staff from the SRC. The weekly meetings will focus on the targets set at the beginning of the IIP. After 8 weeks there will be a review between the student and a member of Academy staff (normally from the Student Referral Centre). An 8-week review letter ([Appendix 23](#)) is sent home to inform parents and the minutes of the meeting are recorded on the pro forma attached to the IIP paperwork ([Appendix 9](#)). At the end of the 16 week IIP, parents will be invited (letter at [Appendix 24](#)) to a review meeting with the student, their Faculty Director, a member of staff from the SRC and, if necessary, the Director of Learning Support, and the minutes of the meeting are recorded on the pro forma attached to the IIP paperwork ([Appendix 9](#)). Students who have met their targets and improved their behaviour will end their IIP. Those who do not satisfy their targets will be placed on a Pastoral Support Programme (PSP).

Pastoral Support Programmes

Students whose behaviour has not reached a satisfactory standard at the end of the 16 week IIP will be placed onto a PSP (see the final pro forma in [Appendix 9](#)). The PSP will also last for 16 weeks, and during this period the student will have specific targets to work towards. All students who have a PSP will also receive support from the AEN department, as identified on an individual basis. The support will be detailed in the meeting when the PSP is set up.

Any student whose behaviour does not conform to Academy expectations following their PSP will be at risk of permanent exclusion.

1. Fixed Period Exclusions of Five Days or Less ([Appendix 13](#))

Parents may wish to make written representation to the Chair of the Student Discipline Committee about an exclusion. Any parent wishing to make

representation should do so in writing within five Academy days of the date of notification. Governors will respond as appropriate within 20 Academy days. The Chairman of the Student Discipline Committee has discretion as to whether to call a meeting or not. Whatever is done will be recorded and placed on the student file.

If a meeting is held, it will be after the period of exclusion has been served. The parent may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the exclusion.

The purpose of the meeting is to enable the parent to be satisfied that his/her views have been heard and consideration given as to whether more information should be added to the student's record. The decision of the Student Discipline Committee will be final in respect of matters regarding temporary exclusions for fixed periods in any one term of five days or less.

In the event of a meeting being called, Governors cannot overturn the exclusion, but can add a note to the student's file. The letter informing parents of the exclusion will explain the procedure by which to make representations. If a meeting is called, the Student Discipline Committee will follow the procedure outlined in [Appendix 12](#) for the meeting.

2. Fixed Period Exclusions of between 6 and 15 days in any one term (Appendix 14)

For an exclusion (or series of exclusions) of more than five days but not more than 15 days in any one term, the Governors Disciplinary Panel meeting should take place between the 6th and 50th Academy day after the date of notification, if the parent requests it. If wishing to appeal, the parent must do so within five Academy days of notification.

Parents and the Academy will be invited to present evidence using the procedure in [Appendix 12](#). Governors will make a decision, which will be provided via the Clerk to Governors in writing to the parent and posted within five Academy days after the meeting.

Full-time education will be provided by the Academy from the sixth day of any fixed period exclusion of six days or longer. This will be at the Harris Federation Exclusion Centre.

3. Fixed Period Exclusions of more than 15 Days in any one term (Appendix 15)

For a fixed period exclusion (or series of same) totalling more than 15 days in any one term, the Governors Disciplinary Panel must meet between 6 and 15 days from the date of exclusion to consider the exclusion – **whether the parents request it or not.**

Parents and the Academy will be invited to present evidence using the procedure in [Appendix 12](#). Governors will make a decision which will be provided via the Clerk to Governors in writing to the parent and posted within five Academy days after the meeting.

Full-time education will be provided by the Academy from the sixth day of any period of fixed period exclusions of six days or longer. This will be at the Harris Federation Exclusion Centre.

4. Permanent Exclusions ([Appendix 16](#))

Only the Principal of the Academy shall have the discretionary power to exclude permanently any student, after consultation with the Chair of Governors. In exceptional circumstances, the Principal may decide to take this course of action without the student having had any previous temporary exclusions.

Parents will be informed in writing by the Principal of their right to make representations to the Governing Body. Parents will be advised that they may, if they wish, have someone of their choice to accompany and assist them at the appeal meeting. This request should be made as soon as possible in writing to the Clerk to the Student Discipline Committee via the Clerk to Governors. A minimum of three governors will constitute the Student Disciplinary Committee convened for the purpose of considering appeals against permanent exclusions. The Chair of Governors, who will have previously been consulted regarding permanent exclusions, will not be a member of this committee.

For permanent exclusions, the Student Discipline Committee should meet between the 6th and 15th Academy day after notification by parent(s) of their wish to appeal.

There is no restriction on Governors who have served on a fixed period exclusion panel serving on any subsequent exclusion panel for the same student. The decision of the Governors will be final.

Any meeting of the Student Discipline Committee may, at their discretion, consider in sequence more than one exclusion case at that meeting.

From the sixth Academy day of the exclusion full-time education will be provided by the student's Local Authority.

Missing a public examination

If an exclusion would result in a student missing a public examination, the Principal will review this decision. In the event of the Principal deciding it is not appropriate for a student to take an examination, this will be referred to the Student Discipline Committee. The panel should attempt to meet before the

examination. If, exceptionally, it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Student Discipline Committee or the Chairman of Governors has the discretion to allow the student on site to take the examination.

Reviewed by Aisha Samad September 2011

Date of next review: July 2012

Appendix 1

Example of Five Incident Reports Letter

<Date>

<Parent>

<Address>

Dear <Parent>

**Re <first> <SURNAME> – <TG>
INCIDENT REPORTS**

The purpose of this letter is to inform you of our concern regarding the number of Incident Reports that (first) has received this term. Acquiring **five Incident Reports** in this relatively short period of time is unacceptable.

An Incident Report is a record of incidents of concern. (first) has received five Incident Reports for a variety of either minor or major behavioural incidents. Where appropriate s/he will have received a punishment for the individual incidents. Should you wish to receive further information regarding the reasons for the Incident Reports, please contact (first)'s tutor.

We hope this information is helpful to you. Please emphasise to (first) the importance of good behaviour in the Academy.

Yours sincerely

Subject Co-ordinator

Email confirmation sent to
Faculty Director
Form Tutor
AENCO

Appendix 3

Example of Co-ordinators' Detention Letter

<Date>

<Parent>

<Address>

Dear <Parent>

**Re: <First> <SURNAME> – <TG>
Notification of a Co-ordinators' Detention**

It is with regret that I have to inform you that your (son/daughter), of tutor group (TG), has been given a Co-ordinators' Detention set by (name), Co-ordinator of (subject). **This will take place between (times) or 60 minutes from the time that (name) arrives, or from the end of the school day, whichever is later, in room () on (date).**

Please write this date in his/her Planner

The reason for the Detention is stated below:

(Reason)

If your (son/daughter) is absent for their detention, s/he will be set a replacement detention for when they return to school.

Failure to attend a Co-ordinators' Detention automatically leads to a ninety-minute Senior Leadership Team Detention, which is treated as a serious matter and is recorded as such on the student's record file.

Thank you for your co-operation and support.

Yours sincerely

Subject Co-ordinator

Email confirmation sent to
Faculty Director
Form Tutor
AENCO

Appendix 4

Example of SLT Detention Letter

<Date>

<Parent>

<Address>

Dear <Parent>

**Re: <first> <SURNAME> – <TG>
Notification of a Senior Leadership Team Detention**

Please be advised that (first) has been issued with a Senior Leadership Team Detention which will take place on (date). The reason for this is:

(Reason)

The duration of the detention will be **90 minutes from the time (first) arrives, or from the end of the school day, whichever is later.**

To be placed on a Senior Leadership Team Detention is a very serious matter and failure to attend this detention could lead to an exclusion under the Governing Body's Student Discipline Policy. Furthermore, I need to draw to your attention that being issued with three Senior Leadership Team Detentions in any one academic year can also lead to a referral to the Student Referral Centre.

Yours sincerely

Faculty Director/ Vice Principal/Principal

Email confirmation sent to
Faculty Director
Form Tutor
AENCO

Appendix 5

Intervention Programme Stage 1: First Subject Area Detention Letter

<Date>

<Parent>

<Address>

Dear <Parent>

**Re: <first> <SURNAME> – <TG>
Intervention Programme – Subject Area Detention**

I note that (first) has been placed in a Subject Area Detention in (subject). This is the first Subject Area Detention (first) has received this term. This kind of detention is only used when the class teacher feels a problem exists or that a student has not responded to the use of shorter detentions or other sanctions.

I will continue to monitor (first's) performance and behaviour by checking (his/her) planner each week. I hope you share my concern and would be very grateful if you would discuss this matter with (first) and reinforce the message that all Harris students are expected to meet our high standards at all times.

My goal is to support (first) and to help (him/her) avoid receiving any further detentions of this kind. Please do not hesitate to contact me at the Academy if I can be of any further assistance or if you wish to discuss this matter further.

Yours sincerely

Form Tutor

Email confirmation sent to
Faculty Director
Subject Co-ordinator

Appendix 6

Intervention Programme Stage 1: 3 x Subject Area Detentions Letter

<Date>

<Parent>

<Address>

Dear <Parent>

**Re: <First> <SURNAME> – <TG>
Intervention Programme – 3 Subject Area Detentions**

I note that (first) has been placed in **three** Subject Area Detentions since the start of the term. This kind of detention is only used when the class teacher feels a problem exists or that a student has not responded to the use of shorter detentions or other sanctions. It is a particular concern when teachers feel they have to use these longer detentions and means that (first) will receive a Subject Co-ordinator's Detention if another Subject Area Detention is issued. A record of this will be kept on file.

I will continue to monitor (first's) performance and behaviour by checking (his/her) planner each week. I hope you share my concern and would be very grateful if you would discuss this matter with (first) and reinforce the message that all Harris students are expected to meet our high standards at all times.

My goal is to support (first) and to help (him/her) avoid receiving any further detentions of this kind. Please do not hesitate to contact me at the Academy if I can be of any further assistance or if you wish to discuss this matter further.

Yours sincerely

Form Tutor

Email confirmation sent to
Faculty Director
Form Tutor
AENCO

Appendix 7

Example of Ten Incident Reports Letter

<Date>
<Parent>
<Address.

Dear <Parent>

**Re: <first> <SURNAME> - <TG>
INCIDENT REPORTS**

We wrote recently to inform you of our concern for «Forename» acquiring five Incident Reports so far this term, which in this relatively short period of time is unacceptable. However this has now **increased to 10 Incident Reports** which is extremely serious.

I would like to meet with you as a matter of urgency on <<DATE>> to discuss this situation further and to prevent more severe sanctions being imposed.

If you are unable to attend at this time, please contact me urgently to rearrange.
Failure to do so will result in «Forename» being referred to the Student Referral Centre until such time as the meeting has taken place.

Yours sincerely

Form Tutor

Email confirmation sent to
Faculty Director
Subject Co-ordinator
Form Tutor
AENCO

Appendix 8

Intervention Programme Stage 2: Intervention Meeting Letter

<Date>

<Parent>

<Address>

Dear (Parent)

**Re: <First> <SURNAME> – <TG>
Intervention Programme – Intervention Meeting**

As you will be aware (first) has now received two Senior Leadership Team Detentions, details of which are enclosed. If (first) receives a third Senior Leadership Team Detention, (he/she) is likely to be referred to the Student Referral Centre for a fixed period. We would like to intervene at this stage in order to help avoid this happening.

I would be grateful if you would attend a brief meeting at the Academy on (date) at (time) with (first's) Subject Co-ordinator, (name) and Form Tutor (name). This purpose of the meeting is to support (first) by agreeing some targets for improvement. Please contact me at the Academy if the time and date suggested is not convenient.

Yours sincerely

Subject Co-ordinator

Email confirmation sent to
Faculty Director
Subject Co-ordinator
Form Tutor
AENCO

Appendix 9

INDIVIDUAL INTERVENTION PROGRAMME

Name of student - Year

For a student to be temporarily excluded is a very serious matter, and indicates that our normal disciplinary sanctions are being disregarded. Once a student has made a commitment promising good behaviour and attitude in future, any further persistent and defiant misbehaviour could put a student at risk of being permanently excluded from the Academy.

Our standards are very high. In addition to good behaviour and hard work in class, we also expect the same standards of conduct around the Academy, in the neighbourhood and when visiting other schools. It is not enough to be good in class. The following is a list of our expectations of Harris students:

- Behaviour and attitude will be consistent with the code of conduct of Harris Academy Merton.
- No student should bring the Academy into disrepute, and should endeavour to play a positive part in the life of the Academy.
- Attitude to members of staff will be polite and co-operative at all times.
- Attitude to other students will be co-operative and respectful.
- Behaviour in class will be very good at all times.
- Behaviour in the corridors and around Academy will be very good at all times.
- Work will be of the highest standard of which the student is capable.
- Will attend Academy regularly.
- Will be punctual for lessons and arrive at Academy before 8.30am each day.
- Will not be involved in any form of theft.
- Will not be violent, aggressive or use bad language.
- Will wear full and correct Academy uniforms at all times.
- Will not be involved in any form of vandalism.
- Will not use the Academy resources inappropriately.

Name of student has been excluded for *reason*.

He/She has not been excluded from the Academy previously this term.

Name of student has been excluded from the Academy on previous occasions for:

-

Is the student at risk of permanent exclusion? Yes/No*

Stage in SEN Code of Practice: None/SA/SA+ /Statement

Current AEN support received by student:

-
-

Does the student have an existing IIP? If so, when did it begin?

YES / NO Date / / 2010

Does the student have an existing PSP? If so, when did it begin?

YES / NO Date / / 2010

Overall Targets for the duration of the Intervention Programme

1.

2.

3.

Support to be provided by the Academy and parent/carers:

1.

2.

3.

Signed: Student signature

Signed:Parent(s) signature

Signed:.....Staff signature

Date:

8 WEEK REVIEW MEETING

Date:

Time:

Staff:

Progress towards targets:

IIP Target	Target met?		Action for remaining 8 weeks
	Yes	No	
1			
2			
3			

Other comments:

Student signature:

Staff signature:

16 WEEK REVIEW MEETING

Date:

Time:

Present:

Progress towards targets:

IIP Target	Target met?		Comment
	Yes	No	
1			
2			
3			

Next action: (please circle)

End IIP

Re-start IIP

Begin PSP

Other comments:

Student signature

Parent/carer signature

Staff Signature

EXCLUSIONS AND SRC REFERRALS

If, at any point during the IIP, the student is excluded or placed in the SRC it must be recorded on this form, and referred to in subsequent review meetings:

No.	Date	Exclusion / SRC	No. of days	Reason & notes
1				
2				
3				
4				
5				

Pastoral Support Programme

Stage in SEN Code of Practice: None SA SA+ Statement

Current AEN support received by student:

-
-

Proposed AEN support to be received by the student

-
-

Reasons for failing the Individual Intervention Programme:

-
-

Targets for the duration of the Pastoral Support Programme

- 1.
- 2.
- 3.

These targets will be reviewed after 8 weeks and then finally after 16 weeks.

I UNDERSTAND THAT IF DOES NOT ACHIEVE ALL OF THE TARGETS SET THEN HE/SHE IS AT RISK OF PERMANENT EXCLUSION

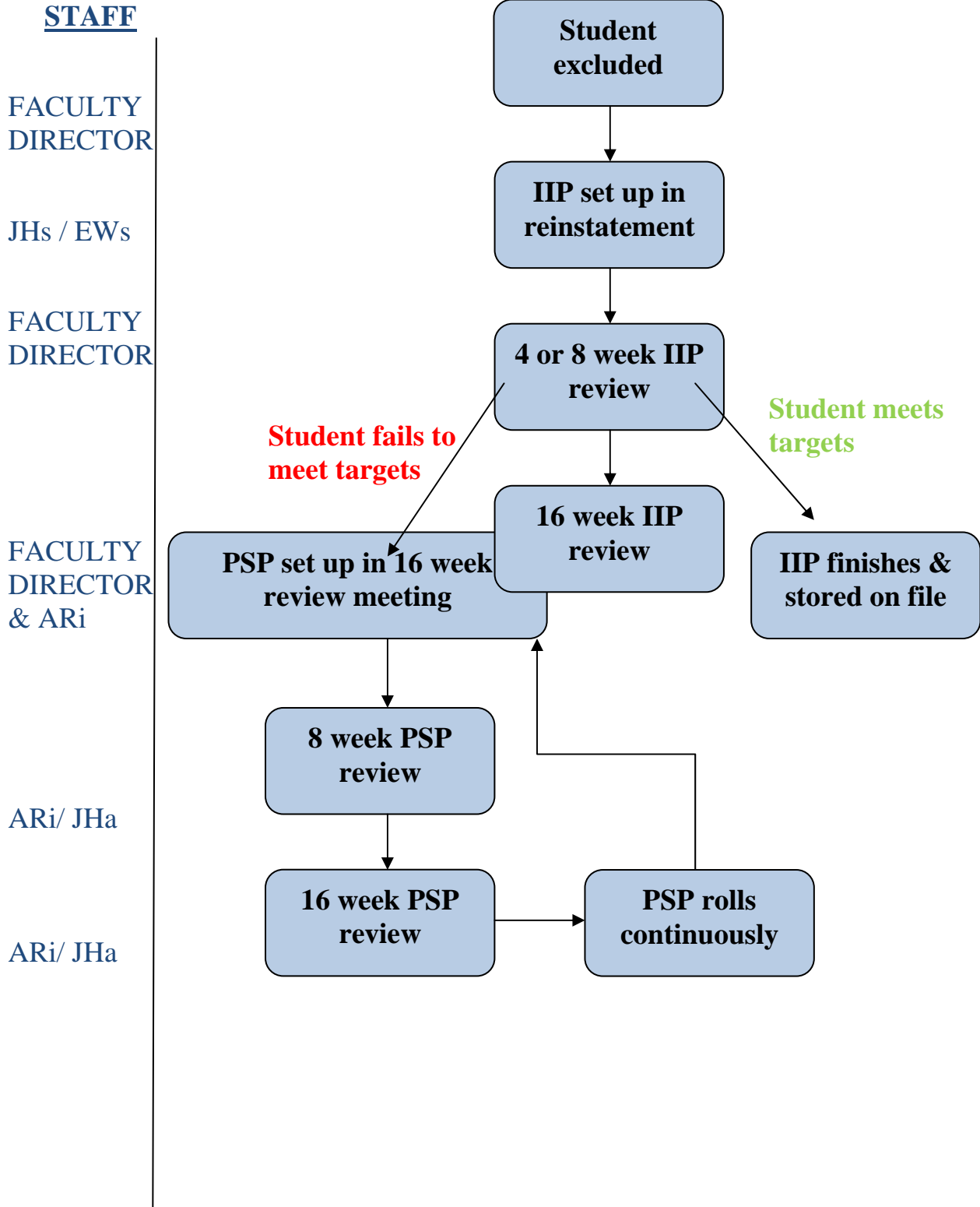
Signed: Student signature

Signed:Parent(s) signature

Signed:.....Staff signature

Date:

Appendix 10



SUPPORT PROGRAMME

Name of student – Year XXXXXX

Name of student has been excluded for this fixed period because/for **reason for exclusion**.

Either insert:

Name of student has been excluded from the Academy on **no. of exclusions** previous occasions for:

Or

Name of student has not been excluded from the Academy previously this term.

For a student to be temporarily excluded is a very serious matter, and indicates that our normal disciplinary sanctions are being disregarded. Once a student has made a commitment promising good behaviour and attitude in future, any further persistent and defiant misbehaviour could put a student at risk of being permanently excluded from the Academy.

Our standards are very high. In addition to good behaviour and hard work in class, we also expect the same standards of conduct around the Academy, in the neighbourhood and when visiting other schools. It is not enough to be good in class. The following is a list of our expectations of Harris students:

- Behaviour and attitude will be consistent with the aims and objectives of Harris Academy Merton.
- No student should bring the Academy into disrepute, and should endeavour to play a positive part in the life of the Academy.
- Attitude to members of staff will be polite and co-operative at all times.
- Attitude to other students will be co-operative and respectful.
- Behaviour in class will be very good at all times.
- Behaviour in the corridors and around the Academy will be very good at all times.
- Work will be of the highest standard of which the student is capable.
- Will attend the Academy regularly.
- Will be punctual for lessons and arrive at the Academy before 8.30am each day.
- Will not be involved in any form of theft.
- Will not be violent or aggressive or use bad language.
- Will wear full and correct Academy uniforms at all times.
- Will not be involved in any form of vandalism.
- Will not use Academy resources inappropriately.

Please refer to the attached behaviour record.

Is the student at risk of permanent exclusion? Yes/No*

**Stage on Special Educational Needs Code of Practice:
None / School Action / School Action Plus / Statement**

Current support received by student:

Where appropriate, involvement of other agencies:

Overall Targets for the duration of the Support Programme

1.

2.

3.

4.

Strategies to be used to work towards achieving the agreed targets

By the student:

1.

2.

3.

Support to be provided by the Academy:

1.

2.

3.

Signed: (Student's signature)

Signed: (Parent's signature)

Signed: (Staff signature)

Date:

cc Vice Principal, Student's file

Appendix 12

Procedure for Meetings of Governors to hear Parents' Representations

All Student Discipline Committee meetings will be conducted using the procedure below:

- Written statements will be requested in advance from Parents and the Academy by the Clerk to the Governors.
- The Academy and Parents will be allowed to call witnesses. Any witnesses should provide written statements in advance.
- Documents should be circulated at least five days in advance alongside a list of all those attending to all parties. (These documents will include witness statements generally showing witness names unless it is judged be putting these witnesses at risk).
- The student should be allowed to attend and to speak if the parents request this.
- Where an allegation of misconduct is in dispute, Governors will apply the balance of probabilities standard of proof.

The procedure for hearing the representations and evidence will be as follows:

1. The Academy Case

- a. The Principal or Vice Principal presents the Academy case
- b. The parents question the Principal or Vice Principal
- c. The Governors question the Principal or Vice Principal

2. The Parent's Case

- a. The parents present their case
- b. The Principal or Vice Principal question the parents
- c. The Governors question the parents

3. Summing-up by the Academy

- a. The Principal or Vice Principal sums up the Academy case

4. Summing-up by the Parents

- a. The parents sum up their case

5. All apart from the Committee and the Clerk withdraw while the Committee considers the case.

Appendix 13

Fixed Period Exclusion – less than five days

Private & Confidential

Date

Dear *student's name*

Name of student – Year XXXXXX

I regret to inform you that after considering all the available evidence, I have decided to exclude **name of student** for a fixed term of **no. of days** Academy days from **date** until **date** inclusive. I have arranged an appointment for you with the Faculty Director (**or name of person reinstating**) where the terms and conditions of **name of student's** readmission will be discussed. This meeting is scheduled for **date** at **time** am/pm. If this appointment is inconvenient, please telephone to arrange an alternative time as this meeting cannot take place without a parent being present.

Following this meeting **name of student** will be required to attend the Student Referral Centre for a fixed period where **he/she** will work under supervision in isolation from Academy routines. Whilst **name of student** is in attendance at the Student Referral Centre **he/she** will not be dismissed until 3.15pm.

I realise that this decision may well be upsetting for you and your family but the decision to exclude **name of student** has not been taken lightly. **Name of student** has been excluded for this fixed period because/for **reason for exclusion**.

During the period of exclusion, **name of student** must not attempt to come onto Academy premises for any reason, nor must **name of student** be in the vicinity of the Academy to make contact with the other students at break time, lunch time or at the close of the Academy day.

It is your responsibility to supervise **name of student** during this exclusion period. You could face a fixed penalty notice if **name of student** is found in a public place in school hours without reasonable justification.

Enclosed are some work packs for **name of student** to keep **him/her** purposefully occupied during the period of **his/her** exclusion. Please ensure that this work is completed and returned to us promptly for marking. Should you require any supplementary work, you should contact **name of FD**, Faculty Director.

You have a right to see a copy of **name of student's** Academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with this. There will be a charge for the cost of photocopying.

As **name of student** has been excluded for less than six days this term, you have the right to make a written representation to the Chairman of the Student Discipline Committee should you wish to complain about the exclusion. If you decide to do this,

please write to the Clerk to the Student Discipline Committee, Mrs M Locke at Harris Academy Merton. Your letter must be sent within five Academy days of receiving this letter and you will receive a reply within 20 Academy days.

In response to any representations, the Chairman of the Student Discipline Committee has discretion as to whether to call a meeting or not. He may reply in writing or may wish to contact you by telephone – whatever is done will be recorded and placed on the student file. Because this exclusion is for less than six days, Governors will not overturn the exclusion, but may add a note to the student file.

You may wish to contact Alan Elliott, the Exclusions Officer for Merton LA, who can provide advice. You can contact him at the Virtual Behaviour Service, Chaucer Centre, Room 23, Canterbury Road, Morden, Surrey, SM4 6PX or telephone him on 020 8288 5616. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including advice on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

This letter, whenever possible, will be delivered by hand of ***name of student*** and a copy is being forwarded to you by first-class post today.

Yours sincerely

Mr A Halpin
Principal

cc Vice Principal, Student File

Appendix 14

Fixed Period Exclusion – between 6 and 15 days in any one term

Private & Confidential

Date

Dear **names of parents/carers**

Name of student – Year XXXXXX

I regret to inform you that after considering all the available evidence, I have decided to exclude **name of student** for a fixed term of **no. of days** Academy days from **date** until **date** inclusive. I have arranged an appointment for you with the Faculty Director (**or name of person reinstating**) where the terms and conditions of **name of student's** readmission will be discussed. This meeting is scheduled for **date** at **time** am/pm. If this appointment is inconvenient, please telephone to arrange an alternative time as this meeting cannot take place without a parent being present.

Following this meeting **name of student** will be required to attend the Student Referral Centre for a fixed period where **he/she** will work under supervision in isolation from Academy routines. Whilst **name of student** is in attendance at the Student Referral Centre **he/she** will not be dismissed until 3.15pm.

I realise that this decision may well be upsetting for you and your family but the decision to exclude **name of student** has not been taken lightly. **Name of student** has been excluded for this fixed period because/for **reason for exclusion**.

During the period of exclusion, **name of student** must not attempt to come onto Academy premises for any reason, nor must **he/she** be in the vicinity of the Academy to make contact with the other students at break time, lunch time or at the close of the Academy day.

It is your responsibility to supervise **name of student** during this exclusion period. You could face a fixed penalty notice if **name of student** is found in a public place in school hours without reasonable justification.

Enclosed are some work packs for **name of student** to keep **him/her** purposefully occupied during the period of **his/her** exclusion. Please ensure that this work is completed and returned to us promptly for marking. Should

you require any supplementary work, you should contact **name of FD**, Faculty Director.

You have a right to see a copy of **name of student's** Academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with this. There will be a charge for the cost of photocopying.

If you wish to appeal about this exclusion to the Governing Body, you may do so by writing to the Clerk of the Student Discipline Committee, Mrs M Locke at Harris Academy Merton within five Academy days of the date of this letter. The Student Discipline Committee would then meet on a date between the 6th and 50th Academy day after receipt of the appeal. You will be provided with full details of the procedures and date of the appeal hearing during which parents and the Academy would be invited to present evidence.

You may wish to contact Alan Elliott, the Exclusions Officer for Merton LA, who can provide advice. You can contact him at the Virtual Behaviour Service, Chaucer Centre, Room 23, Canterbury Road, Morden, Surrey, SM4 6PX or telephone him on 020 8288 5616. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including advice on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

This letter, whenever possible, will be delivered by hand of **name of student** and a copy is being forwarded to you by first-class post today.

Yours sincerely

Mr A Halpin
Principal

cc Vice Principal, Student File

Appendix 15

Fixed Period Exclusion - 15 days or more in any one term

Private & Confidential

Date

Dear **names of parents/carers**

Name of student - Year XXXXXX

I regret to inform you that after considering all the available evidence, I have decided to exclude **name of student** for a fixed term of **no. of days** Academy days from **date** until **date** inclusive.

Name of student should return to the Academy accompanied by a parent on **date** at **time** am/pm to see **name of FD**, Faculty Director. If this appointment is inconvenient, please telephone to arrange an alternative time as this meeting cannot take place without a parent being present.

Following this meeting **name of student** will be required to attend the Student Referral Centre for a fixed period where **he/she** will work under supervision in isolation from Academy routines. Whilst **name of student** is in attendance at the Student Referral Centre **he/she** will not be dismissed until 3.15pm.

I realise that this decision may well be upsetting for you and your family but the decision to exclude **name of student** has not been taken lightly. **Name of student** has been excluded for this fixed period because/for **reason for exclusion**.

During the period of exclusion, **name of student** must not attempt to come onto Academy premises for any reason, nor must **he/she** be in the vicinity of the Academy to make contact with the other students at break time, lunch time or at the close of the Academy day. **Name of student** will however be allowed onto Academy premises for his Disciplinary Hearing on **date** at **time** am/pm so long as **he/she** is accompanied by a parent and leaves the site immediately afterwards.

It is your responsibility to supervise **name of student** during the first five school days of this exclusion. You could face a fixed penalty notice if **name of student** is found in a public place in school hours without reasonable justification.

Enclosed are some work packs for **name of student** to keep **him/her** purposefully occupied during the first five days of **his/her** exclusion. Please ensure that this work is completed and returned to us promptly for marking. Should you require any supplementary work, you should contact **name of FD**, Faculty Director.

You have a right to see a copy of **name of student's** Academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **name of student's** Academy record. There will be a charge for the cost of photocopying.

As **(student's name)** has been excluded for more than 15 days this term, the Student Discipline Committee must automatically meet to consider the exclusion. The latest date the Committee can meet is **(date) (no later than 15 Academy days from the date of this letter)**. The Clerk to the Student Discipline Committee, Mrs M. J. Locke at Harris Academy Merton will write to you shortly giving you the exact date. You have the right to attend this meeting if you wish to do so in order to make representations and be accompanied by a friend.

You may wish to contact Alan Elliott, the Exclusions Officer for Merton LA, who can provide advice. You can contact him at the Virtual Behaviour Service, Chaucer Centre, Room 23, Canterbury Road, Morden, Surrey, SM4 6PX or telephone him on 020 8288 5616. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including advice on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

This letter, whenever possible, will be delivered by hand of **name of student** and a copy is being forwarded to you by first-class post today.

Yours sincerely

Mr A Halpin
Principal

cc Vice Principal, Student file

Appendix 16

Permanent Exclusion

Private & Confidential

Date

Dear *names of parents/carers*

Name of student – Year XXXXXX

I regret to inform you of my decision to exclude **name of student** from **date**. This means that **name of student** will not be allowed back to Harris Academy Merton pending a meeting by the Student Disciplinary Committee of the Governing Body.

I realise that this decision may well be upsetting for you and your family but the decision to exclude **name of student** has not been taken lightly. **Name of student** has been excluded permanently because/for **give reason for permanent exclusion (including any previous history here)**.

As this is a permanent exclusion, the Student Discipline Committee of the Governing Body will meet to consider the exclusion. At the review meeting you may make representations to the Committee if you wish. The latest date on which the Committee can meet is **date**.

If you wish to make representations to the Governing Body and wish to be accompanied by a friend or representative, please contact the Clerk to the Student Discipline Committee, Mrs M Locke at Harris Academy Merton, as soon as possible. You will (whether you choose to make representations or not) be notified by the Clerk to the Student Discipline Committee of the time, date and location of the meeting. Please inform Mrs Locke if you have a disability or special needs which would affect your ability to attend a meeting at the school. Please also inform Mrs Locke if it would be helpful for you to have an interpreter present at the meeting.

During the period of exclusion, **name of student** must not attempt to come onto Academy premises for any reason, nor must **he/she** be in the vicinity of the Academy to make contact with the other students at break time, lunch time or at the close of the Academy day.

It is your responsibility to supervise **name of student** during the first five school days of this exclusion. You could face a fixed penalty notice if **name of student** is found in a public place in school hours without reasonable justification.

Enclosed are some work packs for **name of student** to keep **him/her** purposefully occupied during the first five days of **his/her** exclusion. Please ensure that this work

is completed and returned to us promptly for marking. Should you require any supplementary work, you should contact **name of FD**, Faculty Director.

Your Local Authority has been informed of this decision. They will be responsible for providing full-time education for **name of student** with effect from the sixth school day of the exclusion. They will contact you direct to make the necessary arrangements.

You have a right to see a copy of **name of student's** Academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **name of student's** Academy record. There will be a charge for the cost of photocopying.

You may wish to contact Alan Elliott, the Exclusions Officer for Merton LA, who can provide advice. You can contact him at the Virtual Behaviour Service, Chaucer Centre, Room 23, Canterbury Road, Morden, Surrey, SM4 6PX or telephone him on 020 8288 5616. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including advice on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

This letter, whenever possible, will be delivered by hand of **name of student** and a copy is being forwarded to you by first-class post today.

Yours sincerely

Mr A Halpin
Principal

cc Vice Principal, Student File

Managing low-level disruption in the classroom through assertive discipline

S.W.A.T. CLASSROOM RULES

- 1** Arrive on time and in an orderly manner
- 2** On arrival, remove your coat and take out all necessary equipment, including your planner
- 3** Show respect to everybody
- 4** Speak only with your teacher's permission
- 5** Follow your teacher's instructions the first time they are given
- 6** Keep your hands, feet and other objects to yourself
- 7** Behave in a safe manner
- 8** Respect the Academy's resources and environment
- 9** Do not chew, eat or drink, unless it is water from a clear bottle
- 10** Stay in your seat

S.W.A.T.

1 **S**tate the rule that is being broken

2 **W**arn of the consequences if the rule continues to be broken

3 **A**pply the sanction

- Move seats
- 15-minute detention & ePortal negative

4 **T**ransfer

- ePortal negative
- Classroom teacher contacts parent
- 30-minute detention with classroom teacher

Key issues for the effective implementation of SWAT

- Consistency
- Following through
- Teachers taking responsibility

Adopt a positive approach

- Create a positive atmosphere
- Model the kinds of behaviour we want to develop in students
- Use praise, respect and rewards, including group rewards
- Positive cueing: Describe the positive behaviour that is taking place
- “Catch them being good”
- Use good teaching to manage behaviour
 - Make learning exciting and challenging
 - Pace, structure and variety
 - Practical, kinaesthetic or ICT-based learning where possible
- Avoid using “Try”, as it carries a presupposition of failure
- A fundamental issue in managing students’ behaviour is to show that you care about them as individuals, respect them and like working with them. Once students sense this, they will mostly buy into the rules you insist on

Routines and procedures

- Seating plan for every lesson in every subject
 - To be changed by the teacher as necessary
 - Displayed in classrooms
 - To be used by cover teachers where possible
- Entry and exit routines
 - Entry:
 - Meet and greet
 - Straight in quietly or lining up quietly
 - Equipment and planner out, coat off and bag on floor, ready to be checked by teacher
 - Begin starter straight away, if possible
 - Copy LO, title, date (as appropriate to lesson)
 - Take register and record latecomers
 - Latecomers return at next available break or after school
 - Exit:
 - Ready for dismissal at bell, not pack away at bell
 - At teacher’s direction, students stand quietly behind chairs
 - Check uniform, all resources cleared, and room tidy
 - Orderly dismissal (a number of methods, including individually with a question)

Managing low-level disruption when it occurs

- State the rule that is being infringed:
 - “Jemima, remember that you are not supposed to get out of your seat without my permission.”
 - Rule reminder: “Philip, the rule says that we behave in a safe manner.”
 - This can also be framed as a question: “Jo, what is the rule about talking when I am talking?”
- Descriptive cueing:
 - Describe what the student is doing: “Bradley, I notice that you are not working.”
 - Describe the reality (“There is some litter on the floor and the bell is going to go in a second.”)
 - If the hint is not taken, follow it up with an assertive instruction, framed positively (“Hayley, clear away the litter so that you can get to lunch on time... thanks”).
- Behavioural direction:
 - Refer directly to the expected behaviour: “Jason... Dean... facing this way and listening... thanks”, rather than negative instructions: “Don’t talk while I’m talking”. If you tell somebody not to do something, you are subliminally getting them to think about doing it. Try this: “Don’t think about chocolate cake”!
 - Keep it brief
 - Don’t ask “Why” a student is doing something against the rules
 - Direct questions: Instead of “Are you...?” or “Why are you...?” ask:
 - “What are you doing?”
 - “What should you be doing?”
 - “What is our rule for...?”
 - “How are you supposed to...?”
 - These sorts of questions direct the student towards their responsibility rather than asking for reasons.
- Control the agenda:
 - Address the primary behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, pleas of “you never listen to me...” or “you always pick on me”.)
 - Avoid being deflected (“Other teachers don’t mind” ... “Everybody does it”) by partial agreement (“That may be”), then return to your original point (“But the rule is clear” ... “But what does the rule say?”)
 - Refocus with questions about the learning: “John, would you like to start by doing the questions or the diagram first?” The subliminal message is that John will start work now, whichever way he chooses to do it.

- Use the “Yes” tag approach: After receiving three undeniable facts one after another, we are more likely to take the next statement as true also and a positive response is prompted: “It’s 10am, we’ve finished the first task, we have 30 minutes left, so now would be a good time to think of some good questions to discuss, wouldn’t it?”
- Another variation on this is explaining rules: “John, I’ve explained to you what my expectations are, haven’t I? Now it should be easy for you to get this right in the future, shouldn’t it?”
- Give clear choices if a student refuses to respond to fair direction or rule reminder, making sure the choice is reasonable, achievable and not a threat. You choose the options (“You can either complete the work, or you can stay here for 15 minutes during your lunch break”). Make the consequences clear. Remember, you can’t make a student do anything: you can direct, remind, assert, and give a choice.
- Use “when...then”: “When you put your hand up, then you can answer the question”. This reinforces expectations and gives a sense of positive consequence
- Avoid using “If”, as it gives the student a sense that they can choose the options.
- Do not allow yourself to be drawn into a battle of wills:
 - Tactical ignoring: This is context-dependent. Choose when to ignore attention-seeking displays that are not causing overt disruption, perhaps when you are trying to settle the whole class. Never ignore repeatedly disruptive behaviour.
 - Tactical pausing: A brief pause while speaking in order to emphasise the need for attention
 - Take-up time: Decide when it is appropriate to allow “take-up time”: time for the student to follow your instructions without the risk of losing face. This most commonly involves moving away or looking away after giving an instruction, and allows the student to co-operate without the teacher standing over them.
 - Use stance and casual looking away to avoid a showdown.
 - Decide when it is appropriate to defer dealing with an issue: look for a time when there is no audience and when tension has lessened
- Think ahead and adapt:
 - Be aware of the impact on behaviour of:
 - the time of day
 - the weather
 - the classroom environment.

The teacher's presence

- Show that you are confident about being in charge, but accept that you cannot force students to do what you want
- Project a relaxed, confident manner that in effect says, "I expect your co-operation, and compliance, and reasonable behaviour".
- When our manner, body language, posture and communication appear confident and authoritative, students are likely to co-operate with the teacher's leadership.
- If we are hesitant, indecisive and try to negotiate everything with the student, we'll never effectively establish a working environment that enhances learning.
- Remain calm
- Use humour where appropriate
- Speak to the student individually where possible
- Say "Thanks" rather than "Please", as "Thanks" conveys a confident expectation of compliance, rather than the potentially pleading tone of "Please"

Non-verbal cueing

- Raise one hand and cover your mouth with the other to indicate the "hands up without calling out" rule
- Put one hand over the other and pull them to your chest to indicate "keep hands and feet to yourself"
- Touch one eye with a finger, then an ear, and uses a beckoning hand to indicate "eyes and ears this way"
- Hold up a thumb and forefinger a little distance apart to indicate "talk quietly"
- Use the thumb and two fingers to rotate an imaginary volume control
- Use open hand gestures, rather than pointing fingers

Establishing whole-class attention

- Consider using a non-verbal cue before giving a verbal direction.
- Adopt an open, expectant, confident posture.
- Use a positive, directional tone: "Settling down everyone... Thanks." "Looking this way and listening... Thanks."
- Avoid questioning phrases such as: "Would you please look this way everyone?" "Can you settle down, please?" "Why are you talking?"
- Step the voice down:
 - "Settling down everyone" (a little louder to gain attention)
 - "Looking this way thanks" (softer)
 - "and listening" (softer still)
- Scan the eyes and faces of your class as you speak
- Allow time for residual noise to settle, then proceed with the rest of what you need to say
- Verbally or non-verbally affirm students who do settle

- Do not begin to talk if students are still chatting or fidgeting

Addressing disruptive behaviour during whole-class teaching:

- Before any group discussion, remind students: “Remember our rule for...”
- If a student calls out during a discussion or when you are addressing the whole class, give a brief direction, describe what the student is doing or state what rule they are breaking, allow a few seconds’ take-up time, then re-engage whole group attention
- Ideally, talk to students individually, but if this is not possible, use the same techniques as you would when taking students aside

Following the SWAT steps

- No jumping up the line of sanctions. In other words, if a student is chewing, for example, apply SWAT as for other forms of low-level disruption and do not jump straight to a 15-minute detention. If the disruption is higher-level, follow existing procedures.
- If a student breaks one rule, go to stage 1 of SWAT. If the student then breaks another rule, go to stage 2. Do not start again at stage 1 for each different rule that a student breaks.
- The transfer rota is to feature managers only, not main scale teachers. This will mean drawing up a rota which features managers being available at times when they are not teaching, so will need to be built into managers’ routines.
- When a student is transferred, you must take responsibility for dealing with behaviour issues that have occurred in your classroom, rather than passing them on.
- Similarly, insisting that where possible the student is returned to you at the end of the lesson, and you contacting the parent, will allow you to take charge of the situation.
- A student resolution sheet has been drawn up to give students the opportunity to reflect on their behaviour and consider how to put things right. This is to be used during the detention with you.

Student resolution sheet

Student's name: _____ Tutor group: _____

Subject teacher's name: _____ Subject: _____

Date: _____

Student's comments

What I did that was against the rules

What rules I broke

My explanation and how I feel about the situation

What I need to do to sort this out

**Comments of subject teacher/head of subject/tutor/subject co-ordinator/
faculty director**

Date: _____

Initials: _____

S.W.A.T.

TRANSFER CARD

Time & date: _____

Transferred to: _____

Detention: _____

Teacher's initials: _____



Harris Academy Merton

STUDENT STATEMENT

Student Name:	Tutor Group:
Date:	Time:
Room or place of incident:	Subject (if appropriate):
Staff present:	Students present:

It is important that you give a full, accurate and honest account of what you did or what you saw happen

PLEASE WRITE CLEARLY IN BLACK INK

Student signature: _____ Date: _____

Statement taken by: (staff name) _____

Copied and sent to; Form Tutor, Subject Co-ordinator, Faculty Director, Student file

Appendix 19

EXCLUSION INVESTIGATION FORM

Student	Incident date
Year	Investigated by
Tutor Group	Form completed by & date
Student's Faculty Director Informed <input type="checkbox"/> Yes <input type="checkbox"/> No	

Incident Location <i>(you may tick more than one)</i>					
Basketball Playground	<input type="checkbox"/>	Front Playground	<input type="checkbox"/>	Quad	<input type="checkbox"/>
Staff Car Park <i>(which one).....</i>	<input type="checkbox"/>	Harris	<input type="checkbox"/>	Communications	<input type="checkbox"/>
Science	<input type="checkbox"/>	Technology	<input type="checkbox"/>	Sports Hall	<input type="checkbox"/>
Classroom <i>(room number).....</i>	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Changing Room	<input type="checkbox"/>
Admin	<input type="checkbox"/>	Dining Hall	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Off site <i>(location).....</i>	<input type="checkbox"/>	Other <i>(details).....</i>	<input type="checkbox"/>		

Time of Incident					
Before school	<input type="checkbox"/>	Registration	<input type="checkbox"/>	Break	<input type="checkbox"/>
Period <i>(number & subject).....</i>	<input type="checkbox"/>	Lunch	<input type="checkbox"/>	After school	<input type="checkbox"/>

Weather Conditions					
Warm	<input type="checkbox"/>	Cold	<input type="checkbox"/>	Sunny	<input type="checkbox"/>
Cloudy	<input type="checkbox"/>	Windy	<input type="checkbox"/>	Snow	<input type="checkbox"/>
Rain <i>(specify light/moderate/heavy).....</i>	<input type="checkbox"/>				

Incident Type					
Verbal abuse/threatening behaviour <i>(against adult or pupil).....</i>					<input type="checkbox"/>
Language used <i>(foul, swearing, abusive).....</i>					<input type="checkbox"/>
Physical assault <i>(against adult or pupil).....</i>					<input type="checkbox"/>
Persistent disruptive behaviour <i>Please specify if defiant or disobedient.....</i>					<input type="checkbox"/>
Sexual misconduct	<input type="checkbox"/>	Racist abuse	<input type="checkbox"/>	Bullying	<input type="checkbox"/>
Drug/alcohol related	<input type="checkbox"/>	Damage	<input type="checkbox"/>	Theft	<input type="checkbox"/>
Other	<input type="checkbox"/>				

Brief account of incident

Exclusion reason <i>(will be used in letter)</i>

Written/Verbal Statements required?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Written Statement/s attached?	<input type="checkbox"/> Yes
Please list names of students/staff who have provided written/verbal statements:	<i>Please indicate if statement is written or verbal.</i>

Exclusion letter to be: <i>(please tick)</i>
<input type="checkbox"/> Delivered to staff <i>(name)</i>
<input type="checkbox"/> Delivered to student <i>(location)</i>
<input type="checkbox"/> Posted <i>(student is off site)</i>

Date when exclusion starts	
Final date of exclusion	
Number of days <i>(Governors disciplinary panel for 15 days or more within one term)</i>	
Start Date in SRC <i>(if different to final date of exclusion)</i>	Number of Days in SRC
Date/time of reinstatement	
Staff involved in reinstatement meeting	

College/Exams <i>(if applicable)</i>	
Does exclusion include college?	Yes/No
Will student be allowed on site to sit exams?	Yes/No

Key points to address at reinstatement/other information

Parent/carer to be telephoned by
Contact made Yes/No
With <i>(name)</i>
Date/time

Appendix 20

STUDENT REFERRAL CENTRE

Student
Year
Tutor Group

Incident date
Investigated by
Form completed by & date

Incident Location <i>(you may tick more than one)</i>					
Basketball Playground	<input type="checkbox"/>	Front Playground	<input type="checkbox"/>	Quad	<input type="checkbox"/>
Staff Car Park <i>(which one).....</i>	<input type="checkbox"/>	Harris	<input type="checkbox"/>	Communications	<input type="checkbox"/>
Science	<input type="checkbox"/>	Technology	<input type="checkbox"/>	Sports Hall	<input type="checkbox"/>
Classroom <i>(room number).....</i>	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Changing Room	<input type="checkbox"/>
Admin	<input type="checkbox"/>	Dining Hall	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Off site <i>(location).....</i>	<input type="checkbox"/>	Other <i>(details).....</i>			<input type="checkbox"/>

Time of Incident					
Before school	<input type="checkbox"/>	Registration	<input type="checkbox"/>	Break	<input type="checkbox"/>
Period <i>(number & subject).....</i>	<input type="checkbox"/>	Lunch	<input type="checkbox"/>	After school	<input type="checkbox"/>

Weather Conditions					
Warm	<input type="checkbox"/>	Cold	<input type="checkbox"/>	Sunny	<input type="checkbox"/>
Cloudy	<input type="checkbox"/>	Windy	<input type="checkbox"/>	Snow	<input type="checkbox"/>
Rain <i>(specify light/moderate/heavy).....</i>			<input type="checkbox"/>		

Category 1: Incident Type					
Verbal abuse/threatening behaviour <i>(against adult or pupil).....</i>					<input type="checkbox"/>
Language used <i>(foul, swearing, abusive).....</i>					<input type="checkbox"/>
Physical assault <i>(against adult or pupil).....</i>					<input type="checkbox"/>
Persistent disruptive behaviour <i>Please specify if defiant or disobedient.....</i>					<input type="checkbox"/>
Sexual misconduct	<input type="checkbox"/>	Racist abuse	<input type="checkbox"/>	Bullying	<input type="checkbox"/>
Drug/alcohol related	<input type="checkbox"/>	Damage	<input type="checkbox"/>	Theft	<input type="checkbox"/>
Other	<input type="checkbox"/>	Details			<input type="checkbox"/>

Category 2					
Returning from FTE	<input type="checkbox"/>	Truancy	<input type="checkbox"/>	Persistent Absentee	<input type="checkbox"/>
At risk of FTE	<input type="checkbox"/>	Details			<input type="checkbox"/>

Category 3					
Uniform violation	<input type="checkbox"/>	Details			<input type="checkbox"/>

Brief account of incident
SRC reason <i>(will be used in letter)</i>

Other staff/students involved	Statement taken? <i>Please indicate if oral or written. Written statements must be attached.</i>
--------------------------------------	--

SRC letter to be: <i>(please tick)</i>
<input type="checkbox"/> Delivered to staff <i>(name)</i>
<input type="checkbox"/> Delivered to student <i>(location)</i>
<input type="checkbox"/> Posted <i>(student is off site)</i>

Start date in SRC To be completed by JHs
Final date in SRC To be completed by JHs
Number of days To be completed by AHn, RHr or ASa

College/Exams <i>(if applicable)</i>	
Does referral include college?	Yes/No
Will student be allowed on site to sit exams?	Yes/No

Parent/carer to be telephoned by
Contact made Yes/No
With <i>(name)</i>
Date/time

SRC Referral to be authorised by AHn, RHr or ASa	Signed	Date
---	--------	------

Form to be handed to JHs once signed.

Other information

Appendix 21

Example of a Subject Co-ordinator's Report Letter

Date

Dear

I am writing to inform you has now been placed on report with me, the Subject Co-ordinator.

This is a serious matter and follows them being on report to their tutor, for one week. To be 'taken off' of report must ensure they have a good week and have positive comments entered onto their report. If their report does not show a significant improvement they will then be on report to Mr Morrison, the Faculty Director for the Enterprise & Sport faculty.

I would ask that you sign the report each night and discuss any issues with I hope together we can ensure reaches his/her potential and goes onto to achieve well whilst at the Academy.

If you have any questions please do not hesitate to contact me at the Academy.

Thank you in advance for your support.

Yours sincerely

Mr G. Holden
Subject Co-ordinator
Enterprise & Sport Faculty

Appendix 22

Example of a Faculty Director's Report Letter

Date

Dear

I am writing to inform you has now been placed on report with me, the Faculty Director.

This is a serious matter and follows them being on report to their tutor, and Subject Co-ordinator for one week each. To be 'taken off' report must ensure they have a good week and have positive comments entered onto their report. If their report does not show a significant improvement then we may choose to place in the SRC, or exclude him/her for persistent infringement of Academy rules and defiance.

I would ask that you sign the report each night and discuss any issues with I hope together we can ensure reaches his/her potential and goes on to achieve well whilst at the Academy.

If you have any questions please do not hesitate to contact me at the Academy.

Thank you in advance for your support.

Yours sincerely

Mr G. Morrison
Faculty Director
Enterprise & Sport Faculty

Date

Dear *Parents*,

Individual Intervention Programme – 8 week review

As you know *xxx* is on an Individual Intervention Programme. The details of the 8 week review meeting for this programme are below:

Date:

Time:

Staff:

The review will give us an opportunity to review *xxx*'s progress against the targets he was set at the beginning of the programme. The meeting is designed to give *xxx* the best possible chance to meet all of his targets at the end of the 16 week programme.

You will receive a copy of the minutes of this review meeting in the post. At the end of the 16 week programme you will be invited in to review *xxx*'s progress on the programme.

Thank you for your continued support of this programme and the Academy. If you have any questions or queries, please do not hesitate to contact me.

Yours Sincerely



Mr G. Morrison
Faculty Director
Enterprise & Sport

Date

Dear *Parents*,

Individual Intervention Programme – 16 week review

As you know *xxx* is on an Individual Intervention Programme. We are nearing the end of the 16 week programme, which means we must review *his/her* progress against the targets set. I would like to invite you to the following review meeting:

Date:

Time:

Staff:

The review will give us an opportunity to review *xxx*'s progress against the targets he was set at the beginning of the programme. If the targets have been met and *xxx* has shown sufficient progress the programme will end. If this is not the case *Mr Teacher* will outline the additional support the Academy can offer to improve *xxx*'s behaviour.

Please do inform me if you cannot attend the meeting for any reason. If you are unable to attend the meeting and do not inform us we will hold the meeting in your absence and send you a record.

Thank you for your continued support of this programme and the Academy. If you have any questions or queries, please do not hesitate to contact me.

Yours Sincerely

A. Samad

Ms A. Samad
Acting Vice Principal