



# **BEHAVIOUR POLICY**

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<b>Author (name &amp; job title):</b>		Martyn Oliver, Rob Tarn, Mark Hassack	
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Document History			
Version	Date	Author	Note of revisions
V1	01.09.12	MO, PB,EH	
V2	24.08.13	SL	Changes to wording regarding reasons for exclusion on Pg 8
V3	30.04.14	RT	Addition of: "Noticeable make-up is not allowed. Any make-up must be discreet. The decision as what qualifies as discreet rests with the Principal and Executive Principal of the individual Academy".
V4	13.10.15	MO	Clarification on a C6 exclusion after morning (AM) roll call but before the afternoon (PM) roll call.  Revision of the number and lengths of exclusions.  Amendments to Contents Page
V5	18.04.16	MO	Spelling errors amended
V6	11.01.17	MH	Errors amended. Amended 'Local Academy Council' to 'Academy Council' Added Sections: 2 – Rewards, 18 - Guidelines for the Consequences Room, 19 - Communication with parents, 20 - Reasonable Adjustments. Addition of "Jewellery, other than a watch, is not allowed." Replaced roll call with 'registers' Addition of "The procedure regarding the time of day students are excluded (FTE) is the same as outlined above for C6 exclusions." Amended to: "The meeting must be convened before 15 <sup>th</sup> school day after the date of receipt of notice to consider the exclusion." Amended Appeal Panel to 'Review Panel' <b>Addition of</b> "the detention will automatically move to the next available time but the responsibility to confirm or check this lies with the student."

			<p>Yellow highlighted areas for academies to allow for local variance</p> <p><b>Amended ‘During VMG’ section</b></p> <p><b>Inserted references to Appendices</b></p> <p><b>Numbered Appendices</b></p> <p><b>Simplified wording on C4/C4other, Matrix Room Procedure and Consequences/C6 sections</b></p> <p><b>Addition of standardised document – Appendices 6-10 (Exclusion Authorisation forms, reintegration form, consequences rules)</b></p> <p>Removal of <b>THIS MUST BE COPIED OUT BY ALL STUDENTS AT THE BEGINNING OF A DETENTION for Code of Conduct</b></p> <p>Amended SSPO section to read: This section is applicable only if a Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the Academy.</p> <p>Clarification of ‘Principal’/Acting,Exec,CEO with regard to authority to exclude.</p> <p>6<sup>th</sup> day provision section.</p> <p>Amendment re: C6/exclusion during morning.</p>
V7	5.2.18	MH	Reference to DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012 amended to 2017
V8	27.4.18	MH	Minor amendments and additional appendix I I

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## I Introduction

Outwood Academies have at their heart a firm commitment to putting the needs of 'Students First'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Students are asked to:

- Arrive in the Academy and at lessons punctually and be prepared to learn. Any student who arrives late to the Academy or lessons may be required to undertake after Academy detention.
- Bring appropriate equipment such as:  
Planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day.
- Wear the Academy uniform correctly. Noticeable make-up is not allowed. Any make-up must be discreet. The decision as what qualifies as discreet rests with the Principal and Executive Principal of the individual Academy. Jewellery, other than a watch, is not allowed. Smart watches are not allowed.
- All students are expected to be polite, courteous, respectful to everyone on the Academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Students are expected to have regard for their own safety and that of others.
- The Academy provides a secure and safe environment for students who are expected to remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in enrichment activities.

The Academy Council believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and rewards: this is closely linked to the Academies' Assessment Policy via 'Praising Stars©', 'Vertical Mentoring Groups', and 'Pledges.' The Academy Council recognises that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the Academy rules and re-engage with learning. In some circumstances, the Academy Council and Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the Academy, or its community: this may result in exclusion.

It should be noted that the term 'Principal' used in this policy may also include (in addition to the Academy Principal) Acting Principal, Executive Principal or Chief Executive Officer.

Please note that the Outwood Grange Academies Trust (OGAT) Behaviour Policy makes reference throughout to the following DfE documents:

I Exclusion from maintained schools, Academies and pupil referral units in England 2017;

- 2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- 3 Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- 4 DfE and ACPO Drug Advice for Schools;
- 5 Use of Reasonable Force;
- 6 Behaviour and Discipline in Schools;
- 7 Screening, Searching and Confiscation;
- 8 Ensuring Good Behaviour in Schools; and
- 9 DfE dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. OGAT reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## **2 Rewards**

Outwood Academies recognise the importance of the use of rewards to motivate students and as recognition of students whose effort meets our expectations. There are many ways students are praised and rewarded, for example:

- The use of Praising Stars© - all students receive a Praising Stars© report every half term which includes recognition of effort. This is sent home to parents and students whose effort is particularly high, are invited to celebrate at an event hosted by the principal of the academy.
- Graduation – students whose effort is as good as we expect throughout key stage 3 take part in a graduation ceremony; recognition of their positivity and focus. Parents and students are invited to celebrate this with graduates.
- Outward bounds holiday – for students who graduate, the academy will reward them further with an outward bounds holiday.
- Prom – students reaching the end of year 11 whose effort has met our expectations will be invited to attend the school prom.

## **3 Behaviour Management System**

‘Consequences of Behaviour’ is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student’s own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. ‘Consequences’ is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

‘Consequences’ works in conjunction with the Inclusion Tracker, a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. The Inclusion Tracker is a preventative mechanism which enables academies to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded. It sets in motion a systematic programme of intervention for students accruing C5s, C6s and/or Fixed Term exclusions. Each of these is equivalent to a set tariff (C5 = 5, C6 = 10, Fixed Term Exclusion = 10). There are 3 Levels within the Inclusion Tracker and the accumulation of points for a student signifies the movement from one level to the next which increases the intensity of the monitoring and intervention.

When a student is first issued with a C5, C6 or Fixed Term exclusion they are immediately placed onto the Inclusion Tracker which is kept up to date by the Learning Managers and is monitored

closely by the Inclusion Team. Any resulting impact of the intervention is also recorded on the Tracker giving a personalised profile of an individual student.

The Inclusion Co-ordinator will become involved in the intervention with students who are accruing points by receiving several C5s or C6s or Fixed Term exclusions or a combination of all three. Various strategies will be used depending on who the student is and what their needs are (see Appendix 5)

The Vice Principal - Deep Support has an overview of the progress of these students with regular feedback from Learning Managers and the Inclusion Team at the weekly Inclusion Team meetings. It is also their responsibility to keep the Senior Leadership Team informed of the progress of students on the Inclusion Tracker.

The Academy Council is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

For this reason, the Academy Council has elected to use a maximum fixed term exclusion period under the Consequences system of 5 days for any single incident in the process, recognising that the Inclusion Tracker runs in conjunction with these.

The following tables are to be used as GUIDANCE for Principals only. They present a model that increases, over time, the length of exclusions in order to reflect the continuing failure of a student to adhere to the academy's rules. A Principal retains full authority to vary the length of any exclusion, C6 or FT, at any time however no student will receive greater than 45 days' exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that a principal also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days.

<b>Number of FT Exclusion</b>	<b>Number of Days Exclusion</b>
First	1
Second	1
Third	1
Fourth	1
Fifth	1
Sixth	1
Seventh	1
Eighth	2
Ninth	2
Tenth	2
Eleventh	2
Twelfth	3
Thirteenth	3
Fourteenth	3
Fifteenth	3
Sixteenth	4
Seventeenth	4
Eighteenth	5
Nineteenth	5
<b>Total Days in One Academic Year</b>	<b>45</b>

A C6 exclusion will either be 0.5 days or for XX days (see table below) depending on the time of the exclusion during the academy day. This does not apply to Fixed Exclusions (FT) which should be the length prescribed in the table above.

<b>Number of C6 Exclusion</b>	<b>Number of Days Exclusion</b>
First	0.5 or 1
Second	0.5 or 1
Third	0.5 or 1
Fourth	0.5 or 1
Fifth	0.5 or 1
Sixth	0.5 or 1
Seventh	0.5 or 1
Eighth	1.5 or 2
Ninth	1.5 or 2
Tenth	1.5 or 2
Eleventh	1.5 or 2
Twelfth	2.5 or 3
Thirteenth	2.5 or 3
Fourteenth	2.5 or 3
Fifteenth	2.5 or 3
Sixteenth	3.5 or 4
Seventeenth	3.5 or 4
Eighteenth	4.5 or 5
Nineteenth	4.5 or 5
<b>Total Days in One Academic Year</b>	<b>45 days or fewer</b>

Note, it is likely that a student who is failing to adhere to academy rules will have both C6 and FT exclusions and that some will be 0.5 days and some full-days. Principals should consider the number of exclusions that a student has received in order to determine the length of exclusion i.e.

Student C has a record which shows:

<b>Number of FT/ C6 Exclusion</b>	<b>Number of Days Exclusion</b>
First	FT = 1
Second	FT = 1
Third	FT = 1
Fourth	C6 = 1
Fifth	C6 = 1
Sixth	FT = 1
Seventh	FT = 1
Eighth	C6 = 1.5
Ninth	FT = 2
Tenth	C6 = 1.5
Eleventh	C6 = 2

In the example for Student C, they received: 3 full day FT exclusions, 2 full day C6 exclusions followed by 2 further full day FT exclusions. On their eighth offence they were excluded in the morning of their C5 for failing the Consequences Room and the length of their exclusion was 1.5 days (had it been for full days then it would have been 2 days in length). The ninth offence is a FT



exclusion and is recorded as 2 full days. The tenth offence is again a C6 for failing their C5 in the morning and is again 1.5 days. Lastly, their eleventh offence is another C6 but as this was in the afternoon they receive 2 full days' exclusion.

In order to maintain good order and authority in the academy, a student who fails a C5 during the day, be it morning or afternoon, then they should, with their parents/carers permission be sent off site as soon as possible ensuring that the parents/carers permission is recorded within the MIS along with the time that the student left the site.

Note, a student may receive a Fixed Term (FT) exclusion after the morning registration but before the PM registration and be excluded for the afternoon (PM) and the following morning (AM) – the two half-days totalling one full day exclusion.

After 45 days of exclusion or the accruing a tariff of 300 on the Tracker (whichever comes first) in any one academic year, the Academy Council recognise that the Academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Academy Council recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Principal would be likely to look at a permanent exclusion.

The Principal retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

For further information please see:

- Consequences System Documentation
- Inclusion Tracker and examples of intervention strategies at Levels 1, 2 and 3 (these may vary in each Academy dependent on access to different outside agencies in the Local Authority where the Academy is located).

#### **4 C6 Exclusions and the length of exclusions**

A C6 exclusion is an exclusion from the Consequences Room (C5). All other exclusions are Fixed Term (FT) exclusions.

##### A C6 during the morning

If a student fails a C5 then they will be excluded (C6) for either 0.5 days or longer depending on the time of the day that the exclusion takes place and where on the exclusion tracker the student is cumulatively.

If a student attends a C5 and but then fails the C5 before the PM register closes then the student will be excluded for the remainder of the day e.g.

Student A arrives at their C5, but then fails the C5 during the morning, they are marked as present (/) on the register for the morning, as they have attended school (0.5 of a day). The academy should keep a record (eg. flag on the MIS system) of the time they left. In order to exclude the student (C6) for failing the C5 but to ensure that they return, following – where the academy deems it necessary – a reintegration meeting, to do a full day back in the Consequences Room (C5 plus the C4), they should be excluded for the remainder of the day i.e. the afternoon. Thus their registration for the day will show present: AM (/) and PM (E) – a 0.5 C6 exclusion.

Should a student fail their C5 after the PM registers close then they should be excluded for the following day, length to be determined by their position on the cumulative tracker. Thus this student will be able to return, following – where applicable – their reintegration meeting, to a full day C5.

In order to maintain consistency in this policy (0.5 days or full-day C6s) a part-day exclusions will count for the same tariff on the Inclusion Tracker i.e. 10 Tariff.

It is **IMPORTANT** that a student is not allowed to persistently disrupt and defy the academy for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, a Principal retains full discretion to permanently exclude a student, even if they have not reached 45 days' exclusion in one academic year for persistent disruption and defiance.

## **5 Fixed Term Exclusion**

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

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct (including upskirting which will be considered a serious and deliberate breach of the policy).
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Academy
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of Academy rules.

The procedure regarding the time of day students are excluded (FTE) is the same as outlined above for C6 exclusions.

## **6 Permanent Exclusion**

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

- in response to serious or persistent breaches of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2017)

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

- a. serious actual or threatened physical assault against another student or a member of staff;
- b. sexual abuse or assault;
- c. supplying an illegal drug;
- d. possession of an illegal drug with intent to supply;
- e. carrying an offensive weapon;
- f. making a malicious serious false allegation against a member of staff;
- g. potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

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

A Principal may also permanently exclude a student for:-

- a. one of the above offences; or
- b. persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- c. an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

The Academy Council’s Guidance on Offensive Weapons - the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Academy Council also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good intent.
- b. Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent disruption and defiance that may or may not be directly linked to the Consequences© system.

## **7 Partial Timetable**

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a student. Please see attached form – Partial Timetable Agreement between Academy, Student and Parent/Carer.

## **8 Provision of Education for Students Excluded for a Period Exceeding 5 days**

The Academy recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that in most cases exclusions would not exceed 5 days fixed term. Where it is necessary to exclude a student for a longer period, the Academy will ensure that provision is offered to the student from the 6<sup>th</sup> day onwards.

## **9 Screening, Searching and Confiscation**

Please refer to the DfE guidance ‘Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies’.

In addition to the practice identified in the DfE guidance, Outwood Academies also ban the following items and as a result are able to search students for them:

- Any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Principal’s opinion will cause disruption to the Academy or be detrimental to Academy practice.

### **Confiscation**

- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant member of support staff (SiD, reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff’s name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves until the end of the half-term period i.e.: if a student has their mobile phone confiscated then their parent/carers can collect the phone that evening or a subsequent day. A student, however, cannot collect their phone for themselves until the end of the day on the last day of that half-term.
- The Academy’s general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.

- Electronic equipment, jewellery and other expensive items will be confiscated and held by the Academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.
- Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the Academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

## 10 CCTV

Outwood Academies may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

## **11 Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

## **12 Discipline beyond the Academy gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, Academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff the Principal or Vice Principal Deep Support must be informed. In the vast majority of cases they will involve the Academy's Police Liaison Officer, who will then follow agreed police and Academy procedures. (See Police/SSP section). In addition if the Principal/Vice Principal considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Academy's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site. (See consequences/exclusions)

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

Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

For example:

- uniform – students will be issued a C4 detention if they remove their tie at the Academy gate;
- students should not smoke on their journey to and from the Academy. If they are found smoking whilst wearing Academy uniform, the consequences system will be used;
- misbehaviour on the Academy bus will result in the Academy behaviour policy sanctions being applied (C4, fixed exclusion, permanent exclusion) and a ban from using the school bus service for either a fixed period of time, or permanently.

## **13 Behaviour Committee of the Academy Council**

### **DfE Guidance**

Under DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the Academy Council Behaviour Committee must be convened by the Academy Council Behaviour Committee Clerk when:

- a student has received over 15 days' exclusion in one term;
- recommendation of permanent exclusion is made by the Principal for a one-off incident, or through the Consequences system.

The Behaviour Committee will comprise of 3 members of the Academy Council who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

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

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

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

The Principal, a member of the Senior Leadership Team, the student's Learning Manager may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Review Panel. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

### **OGAT Policy**

If a student is at risk of permanent exclusion, an Internal Behaviour Committee meeting **may** be convened. The panel may consist of Academy Council Behaviour Committee members, or members of staff.

### **Independent Review Panel**

Each Outwood Academy will have in place an Independent Review Panel and a parent/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Academy Council. Outwood Grange Academies Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the Academy Council not to reinstate a permanently excluded student.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

## **14 Police**

Outwood Academies will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Outwood Academies will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

## **15 Safer Schools Partnership Officer**

This section is applicable only if a Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the Academy.

A SSP is a formal agreement between the Academy and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities.

All SSPOs aim to ensure:

- the safety of students, staff and the Academy site and surrounding areas;
- help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focussed enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions;
- early identification, support and where necessary challenge of students involved in or at risk of offending;
- improved standards of student behaviour and attendance, and less need for exclusions;
- more positive relations between students and the police and between students and the wider community; and
- effective approaches to issues beyond the Academy site that negatively impact on student safety and behaviour.

### **Students will:**

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour;
- learn more effectively as they grow more confident that they can attend school in safety;
- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community;
- receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from the Academy; and
- benefit from a positive role model through contact with the SSPO.

### **Outwood Academies will:**

- see improved student behaviour and attendance, and potentially fewer exclusions and better academic achievement;



- be helped to identify, challenge and support students most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring;
- receive support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- benefit from the specialist support the police can offer in dealing with screening students for weapons; searching students for certain items; dealing with intruders to the school, including any violent or abusive adults; and dealing with incidents where physical force is needed to control or restrain a student;
- experience a calmer Academy environment which is more conducive to learning and achieving and where all members of the Academy community will feel safer;
- integrate better within multi-agency teams, helping to support more effective interventions with students and families; and
- build better relations with the local community.

### **The police will:**

- see reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in the Academy;
- see improved public confidence in local policing as a result of the relationships built through SSPOs;
- achieve improved efficiency and better use of police time in terms of prevention and early intervention;
- be able to better support and monitor prolific and other priority young offenders through working with the Academy and multi-agency teams;
- be able to identify and support children and young people who feel threatened by crime and anti-social behaviour;
- have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism; and
- build better relationships with young people and their parents/carers, which will have significant benefits in the wider community.

### **Parents/carers will:**

- be more confident about their children's safety in a SSP Academy and on journeys to and from the Academy;
- be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the Academy;
- if their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in school will help deal with this in an appropriate way;
- be reassured that staff have the support of police in ensuring good student behaviour and attendance, and in tackling bullying; and
- know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

### **Outside agencies and others will:**

- benefit from the impact that SSPOs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety;
- benefit from effective exchange of information. Academies and children's services working more closely with the police leads to more effective safeguarding arrangements; and

- receive support for effective multi-agency working, including early intervention and prevention strategies with students and families and (as appropriate) local Prevent and Deter arrangements.

A SSPO is a positive way for the academies to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. One of the key aims of the SSP programme is to build more positive relationships between students and police. Giving students a chance to meet police officers in the Academy, away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the police when encountering them in the wider local community.

SSPOs can help local communities meet their objectives measured by the National Indicator Set (NI). Key indicators for which SSPs can make a positive impact include:

- NI 17 – perceptions of anti-social behaviour
- NI22 – perceptions of parents/carers taking responsibility for the behaviour of their own children in the community
- NI69 – students who have experienced bullying
- NI 86 – Outwood Academies judged as having good or outstanding standards of behaviour
- NI 87 – Academy persistent absence rate
- NI 111 – first-time entrants to the youth justice system aged 10-17
- NI 114 – rate of permanent exclusions from the Academy
- NI 115 - substance misuse by students
- Attainment indicators – NI 72-78 and 93-101

The Principal and staff retain their responsibility for Academy discipline and behaviour; though look to their SSPO for support and advice as necessary. The SSPO remains an operational police officer and will make his or her own decisions on when and how to intervene where the law is threatened.

Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership Guidance document available on the internet:

[https://www.education.gov.uk/publications/eOrderingDownload/Safer\\_Schools\\_Guidance.pdf](https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf)

## CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

***'When students behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately'.***

***Setting the scene for positive behaviour is key.***

**Positive role model** – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box.

**Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

**Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the day). Students should be spoken to in the consequences detention.

**Be consistent** - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, CI". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.

The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because pace, challenge and positive reinforcement should sustain students and enthuse them. This doesn't just apply to KS3/4, it is important to challenge behaviour in Sixth Form. The same behaviour management strategies can still apply, however a different system is in place.

### **Key questions to ask yourself**

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

Consequences/Behaviour	Behaviour Management Dialogue/Strategies
<p style="text-align: center;"><b>Warning – Rule Reminder</b></p> <p>A warning can be given to an individual and also a group/class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> <li>• Chewing</li> <li>• Swinging on furniture</li> <li>• Shouting out</li> <li>• General ‘carrying on’</li> </ul> <p>Where the behaviour is particular to one student a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> <li>• Poor levels of work</li> <li>• Talking to another student across the classroom</li> <li>• Distracting others</li> </ul>	<p style="text-align: center;">“Michael you are talking. If you choose to keep talking that is a C1”</p> <p style="text-align: center;">State what is happening and give rule reminders.</p> <p style="text-align: center;">Try and identify behaviour that is proactive/positive.</p> <p style="text-align: center;">You do not have to write the student’s name on the board at this point.</p>
<p style="text-align: center;"><b>C1- First negative behaviour</b></p> <p>The student’s name <b>must</b> be written on the board at this point.</p>	<p style="text-align: center;">“Michael you have continued to talk across the classroom” “Michael you are now on a C1”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p>
<p style="text-align: center;"><b>C2 – Second negative behaviour</b></p>	<p style="text-align: center;">“Michael you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>
<p style="text-align: center;"><b>C3 - Third negative behaviour</b></p> <p><b>**If a student receives a C3 in a PS© cycle the highest effort grade they can receive is an E3. If it is persistent low level disruption then it should move to an E4.</b></p>	<p style="text-align: center;">“Michael you are on the verge of leaving the lesson because you are not behaving reasonably.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> <li>• Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time.</li> <li>• Moving seats – if this is possible</li> <li>• Offer different activities</li> <li>• Ask them to take a minute to think about their behaviour.</li> </ul>
<p style="text-align: center;"><b>C4 - Fourth negative behaviour or immediate C4 for Health &amp; Safety</b></p>	<p style="text-align: center;">“Michael you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the Matrix room this is ...”</p> <p style="text-align: center;">At this point the student must leave the room to the matrix room. The student needs to leave with the consequences sheet</p>

<p><b>** If a student receives a C4 in a PS© cycle the highest effort grade they can receive is an E4. Parent/carers need to be invited to Parents Evening.</b></p>	<p>filled in. If they become argumentative then defer and ask for them to discuss this when they return.</p> <p>When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate.</p> <p>If a student does not attend a detention because they are ill the student must rearrange the detention when they return; the detention will automatically move to the next available time but the responsibility to confirm or check this lies with the student.</p>
<p><b>C5- Fifth negative behaviour or immediate C5 for:</b> Health and Safety Violence or threatening behaviour towards others Walking away from a member of staff Refusing to hand over items which are not allowed in the Academy Swearing Smoking Not attending a C4/C4 OTHER detention Not attending Study Support sessions Other behaviours at the Principal's discretion</p> <p><b>** If a student receives a C5 in a PS© cycle the highest effort grade they can receive is an E5. Parent/carers need to be invited to Parents Evening.</b></p>	<p>Fifth misbehaviour (in Matrix) means that the student is sent to the Consequences room for the rest of the lesson. (If this is a double lesson then students stay there for both parts – if there is a break in between i.e. P2 to P3, the student should return for P3. Again if lunch is in-between then students will return after the break.)</p> <p>Again Section A needs to be completed, with the time etc.</p> <p>The student needs to return to the initial classroom at the end of the session in the Consequences room.</p> <p>The Gatekeeper/Consequences Manager will arrange a full day in the Consequences room which will include a one hour detention when a C5 has been issued.</p>
<p><b>C6 referral</b> <b>Issued only to students currently at C5 who have been given 3 warnings in the consequences room (recorded on the Consequences Warning Sheet, Appendix 6) or immediately for:</b> Not going directly to and from the toilet during a permitted toilet break; Late to consequences Refusal to go into the consequences room Going to lessons rather than the consequences room Any other behaviour serious enough, at the discretion of the Principal.</p>	<p>A C6 can only be given when a student has worked their way through Consequences. If there is a situation that warrants exclusion then a Fixed Term referral needs to be made. If you make either a C6 or a fixed referral then the Admin team/Gatekeeper/Consequences Manager needs to be informed immediately so SLT and the Intervention team can act swiftly.</p>
<p><b>The Consequences Room</b></p>	<p>Staff are provided with a list of students due into the Consequences room.</p>

	<p>The rule when in detention and in the Consequences room is occupy and ignore. Students cannot sleep or put their heads on the desk. They must sit up and face forward. They must follow the rules of the consequences room (Appendix 10)</p> <p>If you wish to set work please send this to the Consequences room.</p> <p>If you are allocated to the Consequences room then can you please follow the rules on the desk. These should also be displayed in each booth and read out to students in the consequences room each one-hour lesson.</p>
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**Guidance for following a reasonable request** – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C4, but they are asked 4 times to comply:

“Michael can you please ...”

“Michael I have asked you to ... can you please do so.”

“Michael are you refusing to follow a reasonable request to ...”

“Michael you have refused to follow a reasonable request, this has resulted in a C4.”

<p><b>C4 OTHER</b></p> <p>C4 OTHER detentions are to be given in your own subject area.</p> <p>**Students do not leave the lesson if they are given a C4 OTHER, they also fall outside of the PS© protocol, unless repetitive.</p>	<p>Reasons for a C4 OTHER in this academy include:-</p> <ul style="list-style-type: none"> <li>Smoking by association</li> <li>Using/handling a mobile phone, or any smart technology</li> <li>Out of bounds</li> <li>No planner</li> <li>Being late to the Academy</li> <li>Being late to the lesson</li> <li>Uniform issues</li> <li>Make-up/Nail Polish</li> <li>Jewellery</li> <li>Failure to bring correct equipment – (PE, Dance)</li> </ul>
<p><b>C5 Truancy</b></p>	<p>This is given for a student not attending your lesson even though they are in the Academy. Please check your registers carefully so that these are allocated correctly. They can also be issued if a student leaves your lesson without permission, or you see a student around the Academy anywhere they should not be. If you see students walking around the Academy please check their planners.</p>
<p><b>Fixed Term referral</b></p>	<p>A fixed term referral is given when a student behaves in a wholly inappropriate fashion. This needs to be logged in a much detail as possible. For both C6 and Fixed Term work will be set. This can either be sent home with the student or by post by the Consequences Manager/Gatekeeper or Learning Manager. It is important that work is set and logged on the exclusion authorisation form – see appendices 7 &amp; 8.</p>
<p><b>Re-integration meeting</b></p>	<p>Reintegration meetings may be held with the student and the parent/carer when a student returns from an exclusion. At this meeting the student’s behaviour will be discussed and the reintegration form will be completed. (See appendix 9)</p>

<p><b>HWK/CWK</b> This is not a C4 or C4 OTHER</p>	<p>The HWK/CWK system runs between the PS© cycle. A student is given one opportunity within a PS© cycle to have a deadline extended. If a student misses the second deadline a detention is given. This information is logged on the system as HWK. Please log the information relating to the task so we can discuss this with students and parent/carers. If the student does not attend a FTA needs to be logged, the Deep Learning team will pick it up from there.</p>
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**When do I call for further assistance?** If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the Admin office/reception.

**Double lessons** – if lessons are joined together then the consequence lasts the length of the session. If it is broken by break, lunch or a different teacher then the process starts again. However, if the issue relates to health and safety the consequence carries forward even if there is a break. In the case of a split lunch the consequence carries forward however, the student must leave isolation to obtain lunch.

**During VMG** the consequences system is used as normal and any C4 detentions will take place within the department of the VMG teacher issuing the C4. If the VMG teacher has any concerns with low level disruption they can place students on report to them with targets. If using this intervention, Learning Managers need to be made aware and there needs to be a discussion with parents/carers.

**Smoking off site/general behaviour off site** – If students are in uniform and on their way to and from the Academy they are our responsibility. Consequences can be issued and students should be tackled. If you see them smoking on the drive or anywhere after the drive line please report this to SLT.

# C4/C4 Other

Issue C4, student then sent to Matrix with Section A form. If a student is issued with a C4-Other they do not leave the classroom.

Students must arrive at the Matrix room/Consequences room within 5 minutes of being sent. They must also return from the Matrix room with 5 minutes to spare. The Section A must be complete and returned to the member of staff.

If the student does not return from Matrix then they should be issued with a C5.

The student then must be issued with a detention.

Ensure the details are logged with the Consequences Manager/Gatekeeper

If a student has another detention on the same night it is their responsibility to reschedule one of their detentions.

Students will attend the detention within your department.

If the student does not attend they should be booked into the consequences room (C5)

Please check student attendance on the day of the detention.  
If the student is absent on the day of the detention enter them for the next available detention when they return to the Academy.



# Matrix Room Procedure

Has the student arrived within 5 minutes of the time indicated on Section A?

If the student has not arrived within 5 minutes then they need to be referred to the Consequences room (C5).

The Matrix room teacher has to complete the Section A form indicating the time the student arrived.

Place student into your class and Occupy and Ignore (OI). Student to fill in their part of Section A. They need to return from the initial room within 5 minutes of the end of the lesson.

If the student misbehaves they need to be sent to the Consequences room. Again the Section A needs to be complete with the time they left Matrix.

# Consequences Procedure

## C6 Issued

The student arrives at the Consequences room by 8.25am (8.45am for Ripon)

The student behaves in the Consequences room including the one hour detention until 3.30pm.

The student is monitored by the Learning Manager.

The student does not arrive at the Consequences room on time or the student misbehaves in the Consequences room.

The student leaves the consequences room and a C6 exclusion is processed.

Learning Manager or Consequences Manager will provide work for the student to complete whilst excluded.

## Consequences of Behaviour – Code of Conduct

The **Consequences of Behaviour** programme is central to the way the Academy operates. It helps all members of the Academy community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- **Consequences of Behaviour** exists at all Outwood Grange Family of Schools to allow teachers to teach and all students to learn.
- **Consequences of Behaviour** is a consistent, fair and positive system which is applied in all lessons across all subjects.
- **Consequences of Behaviour** means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour.
- Praise is the most important aspect of **Consequences of Behaviour**. Students should try hard to gain praise in all lessons and staff will always aim to award more praises than **consequences**.
- Students will always receive a warning about their behaviour before any **consequences** are issued to them.
- During lessons, students who receive **consequences** will have their names displayed on the **consequences** board.
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour it will result in a C3, the final warning. By continuing their negative behaviour the student is given a C4. This means a removal from the lesson to the department's Matrix Room and a one hour detention.
- Failure to arrive promptly or to behave appropriately in the department Matrix Room will result in a C5 being issued.
- Failure to complete or to behave appropriately in a C4 detention results in a C5 which is a day in the Consequences room at a later date.
- Failure to report to the **Consequences room** before the start of the Academy day on the date given will result in a C6 which is an exclusion from the Academy.
- The **Consequences room** is a place for students to reflect on the serious consequences of their behaviour.
- **REMEMBER – ONCE A CONSEQUENCE HAS BEEN ISSUED IT WILL NEVER BE CANCELLED.**
- **Consequences of Behaviour** will be used alongside Praising Stars© to monitor and track all students.
- Any student receiving a high number of praises will be given an E1 or E2 in that particular subject.
- Any student who receives a C4 in a subject must be given an E4 on the next Praising Stars© report.
- Any student who receives a C5 in a subject must be given an E5 on the next Praising Stars© report.

## **18 Guidelines for the Consequences Room**

Please see appendix 10 for guidelines for the Consequences room. These will be read out to students each lesson during their day in the consequences room. A copy will also be displayed in each booth.

Students who: are late to the consequences room, refuse to enter/do not go to the consequences room, use or handle a mobile phone, walk out of the consequences room without permission, do not go directly to and from the toilet during a permitted toilet break, will receive an immediate C6. An immediate C6 can also be issued in the Consequences Room if the principal considers that a student's behaviour is sufficiently disruptive/unacceptable.

For other negative behaviour in the consequences room, students will receive a maximum of 3 warnings in a day before being issued with C6. The teacher in charge of the Consequences Room will record any warnings given on the Consequences Warning Record Sheet (Appendix 6).

Outwood Academies would like to ensure that time spent in the Consequences Room is as productive as possible. Therefore, students are able to bring work with them. This may be from their subject teachers, key reading material, revision or homework. It is the student's responsibility to organise work prior to isolation. Reading books are also available in the consequences room.

## **19 Communication with parents/carers**

Outwood Academies recognise the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. For example:

- Academies will, where they see appropriate, telephone or write to parents/carers to praise students for effort;
- Academies will inform students when they have been issued with C4 detentions by giving students a letter or a sticker – it is students' responsibility to log this in their planner and inform parents of this detention. Students not logging a C4 in their planner correctly does not revoke the sanction;
- If a student has reached C5 (a day in the consequences room), the Consequences Manager/Gatekeeper will attempt to inform parents/carers of this by telephone and/or SMS/text message. It is parents'/carers' responsibility to ensure that their contact details are kept up to date as not receiving a telephone call or SMS/text message does not revoke the sanction;
- If a student has been excluded (C6 or FTE), the academy will inform parents, by the end of the afternoon session on the day that the exclusion is issued, that they are legally required to ensure that their child is not present in a public place during school hours and could be given a fixed penalty notice if they fail to do so. This may be by email, SMS text or telephone call. A log that this has been communicated to parents will be kept by the academy.

## **20 Reasonable Adjustments**

A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students.

Outwood Academies may, in line with the requirements of Equality Act 2010, make reasonable adjustments for students with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, Outwood Academies will:

- Consider the SEND Code of Practice and the OGAT Policy for SEND;
- Monitor C4/C5/C6/FTE for SEND students with EHCP, EHCP pending or other disability, at inclusion team meetings;
- Call an emergency/annual review for SEND students with EHCP, EHCP pending or other disability in cases where the Inclusion Coordinator/Head of Deep Support has identified that these students may have difficulties meeting the Academy's high expectations;
- the decision as to whether to make any adjustment will be made only at an emergency/annual review meeting and convening such meeting does not automatically mean that an adjustment will be made;
- the Academy Principal will attend this review;
- the final decision to make adjustments and whether they are considered reasonable rests with the Academy Principal, who will take advice at the emergency/annual review meeting.

## **21 Elective Home Education (EHE)**

Outwood Academies provide a bespoke package of first-wave teaching, enrichment programmes and personalised intervention to ensure students in our care achieve to the best of their ability, thereby providing them with improved life-chances as they enter future employment or further education.

We are concerned that if parents choose to remove children from the academy to electively home education them it is unlikely they will have access to the up-to-date educational developments and the child may not achieve the results of which they are capable.

We never encourage this and an example letter to send to parents who request EHE is included in this policy in appendix 11.

**SECTION A – Example C4 sheet**

This section to be completed by the member of staff prior to removing student

Date of Lesson	Period	Staff Name

C4 Time Left Classroom		Time Arrived at Matrix Room		Time Left Matrix Room		Time Arrived at the Consequences Room	
P1		P1		P1		P1	
P2		P2		P2		P2	
P3		P3		P3		P3	
P4		P4		P4		P4	
P5		P5		P5		P5	

This section to be completed by the student in the Matrix Room or Consequences Room

Name	Year	VMG
Teacher	Lesson	
Subject	Which room were you in?	

Tick the classroom expectations that the teacher spoke to you about:

- 1. Arrive to lessons on time and with the right equipment
- 2. Follow instructions first time
- 3. Listen to the person who should be talking
- 4. Keep hands, feet and unkind words to yourself
- 5. Put your hand up if you want attention

<b>Describe exactly what you did to get a C4 or C5</b>	
<b>How do you feel now about your behaviour?</b>	
<b>What SHOULD you have done to avoid the C4/C5</b>	
<b>How can you make up for what you have done with the member of staff and/or other students?</b>	
<b>What do you need to do to behave in the future?</b>	<b>What classroom strategies will be used?</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>New seating plan</b></li> <li><input type="checkbox"/> <b>Differentiated activities</b></li> <li><input type="checkbox"/> <b>Time limits on tasks</b></li> <li><input type="checkbox"/> <b>Challenging activities</b></li> <li><input type="checkbox"/> <b>Catch-up</b></li> <li><input type="checkbox"/> <b>Roles and responsibilities</b></li> <li><input type="checkbox"/> <b>Departmental report</b></li> <li><input type="checkbox"/> <b>Parent/Carer meeting</b></li> <li><input type="checkbox"/> <b>Refer to Head of Department</b></li> <li><input type="checkbox"/> <b>Refer to Learning Manager</b></li> <li><input type="checkbox"/> <b>Refer to SENDco</b></li> <li><input type="checkbox"/> <b>Refer to SLT</b></li> </ul>
<b>3 facts about yourself</b>	

## APPENDIX 2

### Section B

To be printed on yellow paper

#### Example C4/C4-Other Detention Letter

Today's Date: \_\_\_\_\_

Dear Parent/Carer

I am writing to inform you that your child has been issued with a C4/C4-Other for the following reason:

<b>Lateness</b>	
<b>Out of Bounds</b>	
<b>Jewellery</b>	
<b>Defacing/No Planner</b> (Please delete as required)	

<b>Smoking by Association</b>	
<b>Uniform</b>	
<b>Make up/nail polish/false nails</b>	
<b>Behaviour/Other</b>	

Please note that replacement planners cost £4.00 – available from the Academy shop.

Your child has been given a detention from 2.30pm to 3.30pm.

<b>Name of Student</b>		<b>Detention Date</b>	
<b>Year</b>		<b>Department</b>	
<b>Issued by</b>		<b>Detention Room</b>	

It is the **student's responsibility** to ensure that they attend the detention on the given date. Failure to attend this detention will result in a C5 which means that your child will spend a day in the Consequences room followed by a one hour detention. If your child is absent from the Academy on the day of the detention then on their return, they **MUST** go to the teacher or another teacher in that department issuing the C4 and re-arrange the detention. **Any SLT detentions are transferred to the following day's register and the student is expected to attend the SLT detention on their return to the Academy otherwise the next stage of the consequence will be applied.**

Thank you for your continued support.

Yours faithfully

Principal

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**This slip is to be passed to the HOD by the member of staff issuing the C4.**

### APPENDIX 3

#### Example Consequences of Behaviour sticker

To be printed on yellow stickers

<b>C4</b>		Issued	
Subject		Detention Date	
Teacher		Room	
It is your responsibility to ensure that you attend the detention. Failure to do will result in a C5. If you are absent YOU must re-arrange the detention on your return.			

<b>C4 Other</b>		Initials
Lateness		Out of Bounds
Defacing/No Planner		Smoking by Association
Uniform		Make-Up/Nail polish
Jewellery		Other
Issued on	Detention date	Room

#### Example C5 Event Notification

To be printed on red stickers

Date of Issue		Staff	
Refusing a reasonable request		Misbehaviour in Matrix	
Not attending Matrix		OOB – running away	
Smoking		Verbal abuse	
Missed detention		Behaviour	
Other			

It is your responsibility to report to the consequences room by 8:25am in the morning to be registered. Failure to report without a valid reason will result in a C6 exclusion. Your C5 event will be complete at 3:30pm.

This is your acknowledgement of the C5, it is your responsibility to show this to your parent/carer. The Academy does not need to give 24 hours' notice for detentions or internal exclusions.



**APPENDIX 4**

Inclusion Tracker							
Name	A N Other		YEAR	II			
Total number of exclusion days	14		VMG	Brazil			
FT/C6/C5	Tariff	Exclusion days	Date	Fixed Term	Key intervention	Learning intervention	Information/Impact/Further intervention
Level 1	C5	5	0	10-Sep-11			
	C6	10	1	11-Sep-12			
		15					
	C5	20		15-Jan-12		Positive comments book	
	C5	25		17-Jan-12		Positive comments book	Phone parents for support with book and rewards
	FT	30	5	18-Jan-12	Assault/student		Peer Mentoring
		35					
	C5	40		27-Jan-12			
	C6	45	1	28-Jan-12		Increased LM tracking	Peer Mentoring
		50					
Level 2	FT	55	1	04-Feb-12	Verb/adult	Increased LM tracking	Peer Mentoring
		60					Increase Peer Mentor time to every VMG time
		65		11-Feb-12			
	C5	70		20-Feb-12		Peer Mentor	Differentiated tasks
	C5	75		17-Mar-12			Struggling in Maths - needs extra help. Enrichment attendance needed.
	C6	80	1	18-Mar-12		Break & lunch monitoring	Inclusion Co-ordinator involvement
		85					Retest on Lucid for reading comprehension. Peer Mentor forming good relationship.
	FT	90	3	13-Apr-12	Bullying	Anger/behaviour management	
		95					Parents supportive with Anger Management. Problems at home.
	C5	100		15-Apr-12			
Level 3	C6	105	2	16-Apr-12		Self esteem group work	Inclusion Co-ordinator involvement
		110					Refer to Inclusion Team Meeting
		115					
		120					
		125					
		130					
		135					
		140					
		145					
		150					
	155						
	160						
	165						
	170						
	175						
	180						
	185						
	190						
	195						
	255						
	260						
	265						
	270						
	275						
	280						
	285						
	290						
	295						
	300						

Tariff  
 C5 5  
 C6 10  
 FT 10

C6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Days	1	1	1	1	1	1	1	2	2	2	2	3	3	3	3	4	4	5	5

Level 3 ranges from tariff 155 to 300

## APPENDIX 5

### Intervention used in conjunction with the Inclusion Tracker.

These may vary in each Academy depending on the context of the Academy. The ones highlighted in purple are mandatory for all academies at that particular level of intervention.

Level 1	Level 2	Level 3
Meeting with Learning Manager	Meeting with SLT member	Meeting with Principal
Positive comments book	Re-integration meeting	Re-integration meeting
Target card to Learning Managers	Internal Behaviour Committee meeting	Managed move
After Academy Enrichment	Breakfast/Break/Lunch club	Internal Behaviour Committee meeting
Classroom observation	Peer Mentor	SLT mentor
Learning Manager Group work	SENDco involvement	Learning Support withdrawal
	SENDco meeting with parent/carer	Social Skills Work Group
Change of VMG	SSPO involvement	Targeted work with SSPO
Change of teaching group	Restorative Justice	
Booster session for core subjects	Booster session for core subjects	Booster session for core subjects
1:1 support	1:1 support	1:1 support
Course change	Course change	Bridge RED
	Self-esteem group work	Red on Vulnerable Register
Reading intervention	Refer to Bridge	Further SEND intervention
Green on Vulnerable Register	Amber on Vulnerable Register	Additional Adult support
Dyslexia intervention	Dyslexia intervention	Anger management
Additional Adult support	Additional Adult support	CAF meeting
Structured seating plan	Refer to Inclusion Team Meeting (JCM)	EPS referral
Specialist equipment	Signs of Safety with student and parent/carer	CAMHS referral
Smoking Cessation Group	EPS referral	Personal interview with Connexions
Peer Mentoring	CAMHS referral	Individual Support Package
	Outreach support from Learning Centre	Working with other professionals
	SLT mentor	Literacy programme
	iSpace	Numeracy programme
	Cross Project	Reading Intervention
	Individual Support Package	Enrichment programme
	Increased Learning Manager tracking	Differentiated tasks
	Literacy programme	Differentiated homework
	Numeracy programme	Targeted work with Social Worker
	Reading Intervention	
	Enrichment programme	
	Differentiated tasks	
	Differentiated resources	
	Praise and Progress booklet	
	Time out card	

	Anger management	
	Initiate CAF	
	Target card to SLT	
	Social worker involvement	
	EWO involvement	
	Learning to Learn	
	Social Skills programme	
	Behaviour for Learning Programme	

Provision MAP Wave 1 in addition to Level 1

	Provision
	Yr 6 Transition
	Reading Intervention/classroom
	Dyslexia Intervention/classroom
	Break Club – Bridge
	Break Club – SEND
	Lunch Club – Bridge
	Mentoring
	Specialist Equipment – overlay etc
	SENDco advice
	Connexions advice
	Lift access to classrooms
	Differentiated resources
	4 X I
	Study Support
	Enrichments
	Additional adult support
	Attendance letter
	Structured Seating Plan
	Medical Card
	Differentiated Classwork & Homework

Provision MAP Wave 2 in addition to Level 2

	Provision
	Additional visit Y6 transition
	LM Intervention Target Card
	Access Arrangements
	Anger Management input
	Personalised Learning
	CAF support
	Small group work
	Advice from EAL service
	Use of ICT – Laptop /Netbook
	Option Maths
	Optional English
	VMG Maths
	VMG English

	VMG Science
	Shared Reading Programme
	Tests and Exams taken out of the normal setting
	Outside Agency consulted
	Learning to Learn
	Behaviour for Learning
	Non-Graduate Plan
	Alternative provision
	Learning Manager Pass
	Bridge Management
	Risk Assessment
	Specific staff briefing and deployment
	Speech and Language group
	Handwriting Programme
	Speed Up Programme
	Special arrangements exams and controlled assessment:
	<ul style="list-style-type: none"> <li>• Scribe</li> <li>• Reader</li> <li>• Extra time</li> <li>• Access to ICT</li> <li>• Alternative location</li> </ul>
	Social skills group training
	Alternative provision DT
	Bereavement Support
	Attendance intervention
	Restorative Justice
	Increased Connexions advice
	SWITT
	BEAM
	Youth Offending Team
	CGL
	Physio
	Occupational Therapist
	School Health
	STAR
	Young Carers
	Reach
	Parenting contract

Provision MAP Wave 3 in addition to Level 3

	Provision
	Individual Y6 transition arrangement
	IEP linked to EHCP/Annual Review
	CAF
	IBP
	Risk Assessment
	Assessment for specialist staff
	Close relationship established and maintained with parents
	1:1 support at lunchtime
	TA support 1:1

	Teacher input 1:1
	TA group support
	Additional differentiation
	CiN/CP meetings
	LAC team involvement
	Access Arrangements of 1:1
	Use of specific resources (laptop, specialist seating, etc.)
	Fast Track
	Outside Agencies
	Part time Personalised Timetable
	SLT intervention
	Bridge – RED
	Social Services
	Small group precision teaching for Speech and Language Difficulties
	Regular Educational Psychologist support
	Advisory teacher LSS
	Advisory teacher HI
	Advisory teacher VI
	Advisory teacher CIS
	Advisory teacher SLCN
	School Exclusion Team

## APPENDIX 6

**Example Consequences warning record sheet - to be used in the Consequences Room to record warnings given (except for behaviour resulting in immediate C6).**

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### **Consequences Warning Record Sheet**

<b><u>Booth</u></b>	<b><u>Student Name</u></b>	<b><u>Warning 1</u></b>	<b><u>Warning 2</u></b>	<b><u>Warning 3 (final warning)</u></b>	<b><u>C6</u></b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

## APPENDIX 7

TO BE PRINTED ON **WHITE PAPER**



### Exclusion Authorisation Form

<b>Student Name</b>	
<b>Year</b>	
<b>VMG</b>	
<b>Number of days exclusion this year</b>	
<b>Number of days exclusion this term</b>	
<b>Tariff</b>	
<b>SEND/EHCP</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending <b>If yes or pending, is emergency/interim review required (where reasonable adjustments may be considered)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Date exclusion processed</b>		<b>Number of days</b>	
<b>Start date of exclusion</b>		<b>End date of exclusion</b>	

<b>Description/Reason</b>																													
<b>Give brief overview:</b>																													
<input type="checkbox"/> Evidence/statements attached <input type="checkbox"/> Evidence/statement from excluded student attached																													
<table border="1"> <tr><td>Physical assault against a pupil</td><td></td></tr> <tr><td>Physical assault against an adult</td><td></td></tr> <tr><td>Verbal abuse/threatening behaviour against a pupil</td><td></td></tr> <tr><td>Verbal abuse/threatening behaviour against an adult</td><td></td></tr> <tr><td>Bullying</td><td></td></tr> <tr><td>Racist abuse</td><td></td></tr> <tr><td>Sexual misconduct</td><td></td></tr> <tr><td>Drug/Alcohol related (please state)</td><td></td></tr> <tr><td>Damage</td><td></td></tr> <tr><td>Theft</td><td></td></tr> <tr><td>Persistent disruptive behaviour</td><td></td></tr> <tr><td>Behaviour prejudicial to the good order of the academy</td><td></td></tr> <tr><td>Bringing the academy into disrepute</td><td></td></tr> <tr><td>Other (please state)</td><td></td></tr> </table>	Physical assault against a pupil		Physical assault against an adult		Verbal abuse/threatening behaviour against a pupil		Verbal abuse/threatening behaviour against an adult		Bullying		Racist abuse		Sexual misconduct		Drug/Alcohol related (please state)		Damage		Theft		Persistent disruptive behaviour		Behaviour prejudicial to the good order of the academy		Bringing the academy into disrepute		Other (please state)		
Physical assault against a pupil																													
Physical assault against an adult																													
Verbal abuse/threatening behaviour against a pupil																													
Verbal abuse/threatening behaviour against an adult																													
Bullying																													
Racist abuse																													
Sexual misconduct																													
Drug/Alcohol related (please state)																													
Damage																													
Theft																													
Persistent disruptive behaviour																													
Behaviour prejudicial to the good order of the academy																													
Bringing the academy into disrepute																													
Other (please state)																													

<b>Authorised by (Name/Sign):</b>	
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<b>Parental contact made by:</b>	
Date	Time
Time student left site	<b>If student is making own way home:</b> parent asked to call back if the student doesn't return home within 30 minutes <input type="checkbox"/>
Parents should be given the following message: <u>You are legally required to ensure that your child is not present in a public place during school hours and you could be given a fixed penalty notice if you fail to do so.</u> This message was given by: <input type="checkbox"/> Telephone <input type="checkbox"/> SMS/Text <input type="checkbox"/> Email	

<b>Details of work set:</b>	
How was the work sent:	<input type="checkbox"/> Given to student/parent in person (Sign _____) <input type="checkbox"/> Recorded delivery <input type="checkbox"/> Post <input type="checkbox"/> Email <input type="checkbox"/> Letter taken by student <input type="checkbox"/> Other _____ <input type="checkbox"/> Parents informed that work should be returned for marking at the reintegration meeting

Individual Academies may, should they wish, use the reverse of this sheet for procedural guides/purposes as appropriate to their administration of exclusions.

## APPENDIX 8

TO BE PRINTED ON GREEN PAPER



### Exclusion Authorisation Form – C6

<b>Student Name</b>	
<b>Year</b>	
<b>VMG</b>	
<b>Number of days exclusion this year</b>	<b>TOTAL: C6:</b>
<b>Number of days exclusion this term</b>	<b>TOTAL: C6:</b>
<b>Tariff</b>	
<b>SEND/EHCP</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending If yes or pending, is emergency/interim review required (where reasonable adjustments may be considered) <input type="checkbox"/> Yes <input type="checkbox"/> No

<b>Date exclusion processed</b>		<b>Number of days</b>	
<b>Start date of exclusion</b>		<b>End date of exclusion</b>	

<b>Description/Reason: PERSISTENT DISRUPTIVE BEHAVIOUR</b>										
<b>SELECT:</b> <table border="1" style="margin-left: 40px;"> <tr> <td>Refused to enter the Consequences Room</td> <td></td> </tr> <tr> <td>Late to the Consequences Room</td> <td></td> </tr> <tr> <td>Went to period 1 instead of going to the Consequences Room</td> <td></td> </tr> <tr> <td>Walked out of the Consequences Room</td> <td></td> </tr> <tr> <td>Failed the Consequences Room (give details below)</td> <td></td> </tr> </table>	Refused to enter the Consequences Room		Late to the Consequences Room		Went to period 1 instead of going to the Consequences Room		Walked out of the Consequences Room		Failed the Consequences Room (give details below)	
Refused to enter the Consequences Room										
Late to the Consequences Room										
Went to period 1 instead of going to the Consequences Room										
Walked out of the Consequences Room										
Failed the Consequences Room (give details below)										

<b>Authorised by (Name/Sign):</b>	
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Parental contact made by:	
Date	Time
Time student left site	<b>If student is making own way home:</b> parent asked to call back if the student doesn't return home within 30 minutes <input type="checkbox"/>
Parents should be given the following message: You are legally required to ensure that your child is not present in a public place during school hours and you could be given a fixed penalty notice if you fail to do so. This message was given by: <input type="checkbox"/> Telephone <input type="checkbox"/> SMS/Text <input type="checkbox"/> Email	

Details of work set:	
How was the work sent:	<input type="checkbox"/> Given to student/parent in person (Sign _____) <input type="checkbox"/> Recorded delivery <input type="checkbox"/> Post <input type="checkbox"/> Email <input type="checkbox"/> Letter taken by student <input type="checkbox"/> Other _____ <input type="checkbox"/> Parents informed that work should be returned for marking at the reintegration meeting

Individual Academies may, should they wish, use the reverse of this sheet for procedural guides/purposes as appropriate to their administration of exclusions.



## APPENDIX 9

### Exclusion Reintegration Form



Date: \_\_\_\_\_

Student Name	
Year	
VMG	
Number of days exclusion this year	
Number of days exclusion this term	
Tariff	
SEND/EHCP	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending If yes or pending, is emergency/interim review required (where reasonable adjustments may be considered) <input type="checkbox"/> Yes <input type="checkbox"/> No

#### Agenda/Discussion Points:

<input type="checkbox"/> The reason for exclusion	
<input type="checkbox"/> Attainment and progress/Praising Stars©	(Include copy)
<input type="checkbox"/> Attendance	_____ %
<input type="checkbox"/> Conditions of reintegration/academy expectations	
<input type="checkbox"/> Sanction by the parent to support the academy <input type="checkbox"/> How parents/carers will ensure that this will not happen again	
<input type="checkbox"/> Plan for managing future learning	
<input type="checkbox"/> Referral needed (give details of person/report)	
<input type="checkbox"/> Work returned:	<input type="checkbox"/> Yes Plan for work to be marked:
	<input type="checkbox"/> No. Please state reason given:
	<input type="checkbox"/> Plan for work to be returned:
	<input type="checkbox"/> Parent refused/unable to return work

<b>Signed - staff</b>	
<b>Signed – parent/carers</b>	
<b>Signed - student</b>	

Individual Academies may, should they wish, use the reverse of this sheet for procedural guides/purposes as appropriate to their administration of exclusions.

## Consequences Room Rules

*To be read out at the beginning of each one-hour lesson throughout the day and displayed in each consequences booth.*

- You must sit in the booth the member of staff asks you to
- Silence is required at all times
- Communication of any kind with any other student is not allowed
- If you require something, put your hand up and wait to be asked – DO NOT shout out
- Do not leave your seat without permission
- Using or handling a mobile phone/smart watch will result in an immediate C6
- Communicating with another student, in any way, will result in an immediate C6
- Do not graffiti in the booths as this will result in an immediate C6. The booths have been checked this morning and will be checked again before you leave
- Do not do anything which could lead to a C6. This includes tapping, chewing, swinging on your chair, shouting out, sighing, or any other unacceptable or disruptive behaviour
- Do not sit with your head on the desk or go to sleep
- You will be allowed to go to the toilet up to a maximum of 3 times during the day (maximum 5 minutes per visit). You must use the closest toilet and go directly there and back
- If this is your C5 day, you will remain in this room until 3.30pm
- If you have been sent here from matrix or by a member of staff, you will remain here until the end of the lesson
- You may complete the work you have brought with you or ask for a reading book. If you require more work or a reading book, please put your hand up and wait – DO NOT shout out
- If you receive a C6, this means exclusion from the academy and this C5 day must be repeated and will start again from 8.25am when you return
- You will be escorted to get your lunch, but you must stay silent
- Until you complete this day, you will not be allowed back into your lessons
- **It's better for you to stay in the Consequences Room until 3.30pm so you get back in lessons as normal**

## APPENDIX 11

Example letter following EHE notification from parent

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Dear Parents / Carers

### **Elective Home Education Advice**

I understand that you are currently considering Elective Home Education for XXX.

I am writing to ensure that you have all the advice you need as you make this important decision regarding XXX's future education. Outwood Academy XXX provides a bespoke package of first-wave teaching, enrichment programmes and personalised intervention to ensure students in our care achieve to the best of their ability, thereby providing them with improved life-chances as they enter future employment or further education.

Should you choose to electively home educate XXX, I am concerned that it is unlikely you will have access to the up-to-date educational developments and your child may not achieve the results of which they are capable.

I would ask that you reconsider this as a suitable course of action for XXX, both academically and socially, and instead ask that you work closely with us to find a solution to XXX's future education.

I am more than happy to meet with you to discuss this further – please contact me via my email address – XXXX – so that we can arrange a mutually convenient appointment.

Yours sincerely

**Principal Name**