

BRANNEL SCHOOL

STUDENTS WHO CAUSE FREQUENT DISRUPTION TO LEARNING

 POLICY

Written by: Mr A Edmonds

Approved by Governors: July 2015

**Introduction**

Why does Brannel School have this policy?

Students who attend Brannel School have the right to be able to learn and come to school without the interference and disruption caused by students who fail to meet expectations. We want all students at the school to be successful in all that they do and to be able to associate with staff and students in an appropriate and respectful way.

We recognise that our students have a very wide variety of needs and that those needs present themselves in different ways. Sometimes these needs mean that a student is more likely to cause disruption than others.

This policy serves to protect both the innocent who experience disruption to their learning and those who are vulnerable and need to be supported through their learning or social and emotional difficulties. It outlines school processes and procedures which ensures that the school is doing all that it can to ensure a safe and purposeful environment.

**Identification**

Who does this policy apply to?

* Recommendations for students to be placed on the stages outlined int his policy can only be made through the Assistant Headteacher (Pastoral) to the Headteacher.
* Students who are identified for recommendation should be raised for discussion at the Schools Inter-Agency Meeting or at Senior Leadership Team Meeting.
* Only the Headteacher can approve the beginning of the procedures in this policy.
* At least one of the following criteria must apply before a student must be considered:
* A Fixed Term Exclusion (FEX) of 3 days or more
* An average of 1 or more behaviour points per school day
* Evidence of at least 3 incidents of significant disruption to the learning or safety of students.

**Actions**

How are we going to support students who have been identified by this policy?

Please note: All students are different and have different needs. As a result, this process is for guidance only and must not be taken as a step-by-step set of instructions.

**Stage 1**

* Meeting with the student and parents or carers
* Discuss reasons for identification and share the policy
* Review student needs
* Identify action plan for improvement
* Identify any additional support needed
* Fortnightly meetings to review progress
* Senior Team Report

Student will be placed on report to a member of the Senior Team (Mr Lane, Ms Byrne, Mr Cooper or Mr Goodwin)

* Monitor agreed targets
* Agree sanctions / rewards
* Assign Mentor
* A mutually agreed mentor will be assigned to support the student.

**Stage 2**

If there has not been any significant improvement the following additional actions may be used:

* Pastoral Support Plan
* Detailed and intensive programme of target setting with significant involvement of parents/carers
* Includes regular meetings to review progress
* Student placed on ‘School Support’ on Record of Need
* If student is statemented or on an EHCP an interim annual review may be called
* Risk Assessment written / Behaviour Support Plan written
* Referral to Local Authority Support
* Ed Psych
* Behaviour Support Service
* Autism Spectrum Team
* Common Assessment Framework (CAF)
* Headteacher’s Report
* If deemed appropriate
* Governor behaviour panel
* Referral to outside agencies
* MARU, White Gold etc.

**Stage 3**

Consideration of structural changes to provision for the student

* Issuing of final warning of permanent exclusion
* If behaviours are linked to SEN, a Statutory Assessment for EHCP may be considered
* Managed move
* Referral to alternative provision providers such as Acorn Academy
* Referral to specialist SEN provision e.g. ARB or special school
* Permanent exclusion
* Modified timetable
* Education out of school premises