



King Edward VII Academy

Policy and Procedure for student behaviour trials

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1. Context

We work with students of a variety of abilities and from a range of backgrounds, with individual needs and potential. Persistent poor and challenging behaviour can emerge due to a variety of different reasons and factors. Our positive behaviour for learning policies outline the different ways in which we seek to work with students and their families to de-escalate, manage and improve behaviour.

2. Avoiding permanent exclusion

One of our key ambitions is to ensure that we work with all of our students to the successful conclusion of GCSEs. We wish to avoid permanent exclusion wherever possible. We also acknowledge that sometimes students can become disaffected within a particular environment and relationships can become very strained, potentially within friendship groups or between students and the adults working with them. This can very much be the case when students are being challenged and/or supported to resolve problematic behaviour.

In these circumstances, a change of school environment can work well in restarting a student's experience and giving them a fresh start. Between our two academies we can also maintain continuity in the background by sharing knowledge and successful strategies helping students on trial.

3. Determining a trial place

Trial places can be agreed at the suggestion of the academy and with the agreement of the parent(s) and the other academy. Alternatively, parents are free to suggest this as an option. The decision to go ahead with the trial rests with the Principal in both circumstances.

We do not normally agree to any trials until a series of alternatives have been attempted at the 'home' academy, usually including a pastoral support plan.

The 'home' academy will complete a referral form giving detailed information about the student to the 'receiving' academy. This is the same form used by the Short Stay School for Norfolk and the Child Support Team. Both agencies may already be involved with the student at this stage and so the form provides information to help their work too as we will most likely share this with them if we have not done so already. We will confirm this with families.

Having read the referral form, the senior leader for behaviour and attendance will invite the student and their parent(s) to visit the 'receiving' academy for an orientation visit including a tour, a discussion of the key issues affecting the student and what works well for them. Practical issues such as a timetable and uniform will be discussed and resolved. If everyone is happy for the trial to commence, a date will be set for the student to begin their attendance at the other academy.

4. Timelines and success criteria

Student behaviour trials usually last for six weeks unless agreed otherwise. However, this can be cut short by the 'receiving' academy with good reason, e.g.:

- The student and/or family strongly believes that the trial is not working
- The student continues to behave very poorly or their behaviour deteriorates, particularly if evidenced by fixed-term exclusions being issued
- The education of permanent students at the academy is significantly affected as a result of the student being placed there

Success criteria will be set between the 'receiving' academy and the student and parent(s) at the outset.

An informal mid-way review at the three week marker should be undertaken to chart progress, though it is anticipated that the student and the senior leader will maintain contact regularly throughout the trial.

A formal meeting at the end of six weeks should take place to review progress against the success criteria. At this stage three options are available:

- i) The placement is a success and a permanent place on-roll at the 'receiving' academy is offered
- ii) Issues remain but these could be resolved; a further period not to exceed a further six weeks is set to ascertain if the trial can be made a success
- iii) The placement is unsuccessful, either by mutual agreement or in the eyes of one party and the student returns to the 'home' academy

In exceptional circumstances, student behaviour trials may be used to offer a student an experience of another school, with the aim of helping them to realise that the issues they have at their 'home'

academy can be overcome. Where this has taken place in the past, it has frequently led to students returning to their academy more focused and willing to succeed.

5. Registration

Throughout the period of the student behaviour trial the student will remain on the roll of the 'home' academy. They will be 'dual registered' at the 'receiving academy'. During their attendance on trial, the student and their family agree that they will be subject to the rules of the 'receiving academy'.

A student will only be removed from the roll of one academy and placed 'on-roll' at the other at the request of the Principal.

In exceptional circumstances, for instance, if a trial takes place and is successful but the student is in Year 11, the student may stay at the 'receiving' academy until the end of their school career but remain 'on-roll' at their 'home' academy, meaning their achievements count against their original school. It may be necessary for a student to attend the 'home' academy for examinations in such cases.

6. Limits to this policy and Complaints

The governing bodies and the Principal offer the process of student behaviour trials believing it to be a beneficial option to reduce the risk of permanent exclusions. However, there is no compunction in law to offer such an option and it may not be offered where, in the opinion of the Principal, it may be unwise or detrimental to other students to do so. For instance, a student may not be offered a behaviour trial at another academy if another student has already been placed into the same year group: the workload and balance of risk to overall levels of good student behaviour must be taken into account.

The system of student behaviour trials may be suspended at any time, i.e. no new trials will be offered. Decisions such as this will be taken where there may be competing demands on staff time or issues within a particular year group may need to be resolved before trials can be offered.

As this is a process designed by the academies for its own use when the circumstances allow, there is no right of appeal as with permanent exclusions; this is because this process is discretionary.

However, should a parent feel that their child has been subject to unfair treatment or decision-making within this process, they should follow the complaints procedure, as published on the academy trust website: <http://www.eastern-mat.co.uk/>

We will do our best to resolve all complaints promptly.

Cross Site Transfer Request KLA KESA

Young Persons Details			1
Forename			
Surname			
Date of Birth			
Current / Most recent school			
Year group		Key Stage	
UPN / ULN			
Gender		Ethnicity	
SEN Status		Looked After?	

Parent Carer Details		2
Primary Parent/Carer		
Relationship (eg. Mother)		
Additional Parent / Carer		
Relationship		
Home Tel :		
Mobile Tel :		
Email Address		
Home Address		
Post Code		

Referrer Details		3
Referrer Name		
Referring Agency / School		
Contact Address		
Contact Tel		
Contact Email		

Education Details		4
Name of Home School		
Date of Transfer		
Percentage Attendance		Date of Last Attendance
School Contact Name		
School Contact Email / Tel		
School Senior Designated Officer for Child Protection		

Most Recent Attainment		5
English		Maths
Science		ICT
Last SAT Results		
English		Maths
Science		ICT
Reading Age		
Other Subjects	Grades	

Medical Details		6
Doctors Name		
Surgery		
Tel Number		
Known Medical Issues		

Young Person's Status – (tick all that apply)		7
Statemented		
Looked After		
Traveller		
EAL		
Asylum Seeker		
Young Carer		
Free School Meals		
Teenage Parent		
Child Protection		
Attendance concerns		

Other Agency Involvement – Past or Present			8
Agency Name	Contact Name	Email / Tel	
FSP Y/N		Date of Next Meeting	

Exclusions			9
Number of Fixed Term Ex this Year		Total Days	

Reason for Referral		10
Main Concerns		
SEN Needs (if any)		
		Tick
Areas of Concern	Behaviour in Lessons	
	Behaviour in Unstructured Times	
	Behaviour in the community	
	Behaviour at Home	
	Lack of Academic Progress	

Parent / YP Consent		11
Parent informed of Referral		Date of Conversation
YP Informed		Date of Conversation
Parent Consent	By signing this referral the parent is consenting to the involvement of the Short Stay School and its staff. Information regarding the young person will be shared with the Short Stay School solely for the purpose of improving outcomes for the young person. This will include sharing information with the Educational Psychologist and Clinical Psychologist.	
Parent Signature		
YP Views		

Previous Strategies (Y/N)	12
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IEP	
PSP	
PEP	
YISP	
Norfolk STEPS	
ED Psych	
BSP	

Description of Key Issues	13
Desired Outcomes of Referral	
YP's Strengths	
YP's Weaknesses	

Risk Assessment	14
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Pupil: Name		DOB:
Please indicate whether any of the following been a cause for concern in the past	Y/N Please indicate	Please give details (continue on next page if necessary)
Has s/he shown violent behaviour towards female staff?		
Has s/he shown violent behaviour towards male staff?		
Has s/he shown violent behaviour towards female peers?		
Has s/he shown violent behaviour towards male peers?		
Has s/he shown verbal aggression toward female staff?		
Has s/he shown verbal aggression toward male staff?		
Has s/he shown verbal aggression toward female peers?		
Has s/he shown verbal aggression toward male peers?		
Has s/he shown impulsive/dangerous behaviour?		
Has s/he been known to carry offensive weapons?		
Does s/he display discriminatory tendencies?		
Has s/he been involved in bullying?		
Has s/he been bullied in the past?		
Has s/he shown inappropriate sexual behaviour towards female staff?		
Has s/he shown inappropriate sexual behaviour towards male staff?		
Has s/he shown inappropriate sexual behaviour towards female peers?		
Has s/he shown inappropriate sexual behaviour towards male peers?		
Does s/he use alcohol or drugs?		
Is this a regular occurrence?		
Does drug use result in aggressive/violent behaviour?		
Has s/he been involved in dealing drugs?		
Is there evidence of self-harm?		
Other risk factors: please identify		

Please provide any information you may have highlighting possible triggers for any of the behaviours you have identified above:

Actions to be taken to minimise risk:

Acknowledgement

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I hereby acknowledge that the information within this referral is complete and accurate at the time of writing and that I have the consent of the Young Person and appropriate Parents / Carers to share this data.

Signed

Print Name

Position

Date