



## Behaviour Policy September 2015/16



### Establishing good behaviour at OLCC

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***The principles upon which behaviour management at OLCC are based are of a positive and non-confrontational approach. The key is not the severity of the sanctions which we apply but the inevitability that these sanctions will be applied with consistency and fairness.***

## **PRINCIPLES OF MANAGING BEHAVIOUR**

Removing pupils to another classroom, although necessary for everyone, should be a last resort after all other methods have failed. We do not want to restrict staff and undermine their ability to use their own approaches and skills to ensure that behaviour is appropriate for learning. The removal system is a support mechanism for all staff and does not replace your normal classroom procedures. Some principles do, however, exist:

- Teachers need to build positive working relationships with pupils and so **should not** use inflammatory language that labels pupils or groups of pupils – e.g. “You’re a terrible class...” “You don’t know how to behave...” “You’re a dreadful boy...”
- Speaking sternly is far more effective than shouting.
- The rules and standards apply to all pupils, so no pupil should be treated more leniently or more severely than any other. Pupils feel very strongly about perceived injustice.
- The sanction used should be in proportion to the offence, not the personality/previous history of the pupil.
- When a sanction or a reward is given it is the responsibility of the teacher to record the event on the school administrative system
- When we make a mistake we should admit to this and if appropriate apologise.
- **When issues have been resolved, each lesson should begin with a clean slate.**

### **Key strategies are:-**

- Greet at the classroom door
- Describing behaviour – saying “You are tapping” is often more effective than asking a rhetorical question or giving an instruction
- “Thank you” is a far more effective term than “Please.” (which suggests some choice when there is none) e.g. “Quiet now, thank you” rather than “Please be quiet.”
- Take opportunities to remind pupils of the behaviours you expect and the consequences of misbehaviour. The new Classroom Code is a useful tool for this
- Before you begin an activity explain the behaviours you expect to see
- Do not shout across the room, speak directly to pupils. This helps avoid giving an audience for them to play up to
- Do not get involved in public arguments/discussions. Tell pupils that you will speak to them at the end of the lesson
- If a pupil approaches you politely and privately at an appropriate time you should listen to them (although there is no compunction to accept, or agree with their version of events)
- Giving time to reflect/make choices is very effective, e.g. saying to a pupil “If you continue to do this you know what will happen next. I’m going to walk away and give you a moment to think about it, that’s your choice. Do you understand?”
- Visual signals are a highly effective non-confrontational step, e.g. establishing eye contact and putting a finger to the lips

## **REWARDS**

The most effective way to encourage pupils to improve behaviour is through rewards, rather than sanctions.

Pupils can be rewarded with achievement points in one of two ways:

1. All pupils will be given **one** achievement point at the start of each form time in recognition of their efforts in being ready to learn
  - arriving on time to school
  - having the correct book (s), kit, or equipment
  - having their planner (or temporary planner page)
  - arriving to school wearing uniform correctly
2. Pupils can also gain additional achievement points for progress or achievement in class work, home learning or extra curricular and form activities.
  - Consideration will be given to those pupils identified by Form Tutors/HOY/TAs as having special circumstances.
  - It is important that Form Tutors issue a temporary planner page to any pupil without a planner at the start of the day
  - These achievement points must be learning related, not for behaviour

**The progress leader will send out weekly information, so pupils know exactly how many merits they have received.**

**Each half term badges will be awarded:**

- a) Bronze badge-one term 30 merits
- b) Silver badges have a value of 50 merits.
- c) Gold badges have a value 75 merits
- d) Platinum badges have a value of 100 merits



**In a special rewards assembly, at the end of each half term, awards are recognised for:**

- Star of the class (every class in school)
- Star of the form
- Top 5 merits (in each form)
- Attendance draw (97% or above)
- Postcards home at staff discretion.
- Phone calls home at staff discretion.
- Pupils will also be invited on the termly reward trips based on behaviour and attendance

## **SECTION 5** **SANCTIONS and INTERVENTION**

### **Classroom procedure** –

the term “Steps” is used here but staff should not use this term with pupils.

If a pupil does not correct his/her behaviour the teacher should approach the pupil quietly and **remind the pupil of the rule from the Classroom Code**. It is often wise to explain what behaviours you **do** want.

We at Our Lady’s agree to:

1. **F**ollow instructions without delay
2. **A**spire to reach our potential
3. **I**nvolve ourselves in our learning
4. **T**ry our best in all we do
5. **H**ave respect for others

#### Step 1

- If disruptive behaviour continues the teacher **must** give the pupil a **formal warning** by saying “(Name) I am giving you a formal warning.”

#### Step 2

- If there is still no improvement then the teacher will **move the pupil to another seat** in the classroom. An opportunity should then be taken to speak quietly to the pupil saying “Remember (name), if your behaviour continues to disrupt learning I will have to send you to another classroom. That means a referral will go on your school record and you will be in detention”

#### Step 3

- Incidents at this stage and above **must** be logged on the system
- **If all other strategies have been tried and have failed so that the learning of others is still being affected, the teacher should send the pupils to another teacher (normally the subject leader) within the departmental area. This must be recorded on Sims as a Referral by the original class teacher.**
- The teacher will send the pupil with an entry in the appropriate planner page stating the reason for removal and work to be completed.
- Any pupil removed receives a 30 minute after school Departmental Detention and his/her parents are contacted by departmental staff. (A note in the planner is sufficient if there is 24 hours notice otherwise a phone call home is required.)
- In the case of continued disruption pupils should be told on arrival at the second classroom, “You have been sent here because of your behaviour this is your chance to show you can behave properly”.

#### Step 4

If the behaviour of the student does not improve a member of the Duty Team will be called via ext 270 or 201. One of three possibilities will take place:

1. The situation is resolved and the student will be placed back in the classroom.

2. The student will be removed from the lesson by a member of the Duty Team for the remainder of the period. The pupil will receive a 60 minute departmental detention. Failure to turn up to this will result in an SLT detention. Failure in attendance will result in a day in the exclusion unit, **from 1pm-5pm the following day.**
3. The student will be placed in the exclusion unit. Duty Team will report back to the SL. **The incident will be logged by the exclusion unit staff.**

#### Step 5

- This stage is for incidents of a **very serious** nature, such as verbal abuse (swearing directly at a member of staff) or incidents that may put the health and safety of others in jeopardy.
- At this stage students will be collected by the Duty team and removed from the class. They will be placed in the Exclusion Unit **until 4pm that day. If the incident occurs during or after lunch then the pupil will also be collected the following day to make up the full hours in the exclusion unit.** At the next available point the member of SLT/HOY will meet with the teacher concerned to agree an appropriate sanction.
- Part of the process will include a restorative justice meeting between SLT/HOY, the teacher and the student.

**Our Lady's Catholic College**  
**Behaviour Policy- Classroom Procedure**

If a pupil does not correct his/her behaviour the teacher should approach the pupil quietly and **remind the pupil of the rule from the Classroom Code**. It is often wise to explain what behaviours you **do** want.

If disruptive behaviour continues the teacher **must** give the pupil a **formal warning** by saying "(Name) I am giving you a formal warning." **(Step 1)**

If there is still no improvement then the teacher will **move the pupil to another seat** in the classroom. An opportunity should then be taken to speak quietly to the pupil saying "Remember (name), if your behaviour continues to disrupt learning I will have to send you to another classroom. That means a referral will go on your school record and you will be in detention" **(Step 2)**

**Incidents at this stage and above must be logged on the system by the class teacher**

If all other strategies have been tried and have failed so that the learning of others is still being affected, the teacher should send the pupils to another teacher (normally the subject leader) within the departmental area. This must be recorded on Sims as a Referral by the original class teacher.

Any pupil removed receives a 30 minute after school Departmental Detention and his/her parents are contacted by departmental staff.

In the case of continued disruption pupils should be told on arrival at the second classroom, "You have been sent here because of your behaviour this is your chance to show you can behave properly". **(Step 3)**

If the behaviour of the student does not improve a member of the Duty Team will be called via ext 270. One of two possibilities will take place **(step 4):**

The situation is resolved and the student will be placed back in the classroom.

**The incident will be logged by the original class teacher.**

The student will be removed from the lesson by a member of the Duty Team for the remainder of the period. The pupil will receive a 60 minute departmental detention. At the time that the student is removed from the lesson the SLT and teacher will agree a date and time for the 60 minute detention and this will be written in the student's planner. Failure to turn up to this will result in an SLT detention. Failure in attendance will result in a day in the exclusion unit, from 1.00pm-5.00pm the following day.

*The holding room staff will email the original class teacher to feedback the outcome.*

**The incident will be logged by the original class teacher.**

This stage is for incidents of a very serious nature, such as verbal abuse (swearing directly at a member of staff) or incidents that may put the health and safety of others in jeopardy. At this stage students will be collected by the Duty team and removed from the class. They will be placed in the Exclusion Unit until 4pm that day. *The exclusion unit staff will email the original class teacher to feedback the outcome.*

**The incident will be logged by the exclusion unit staff.**

Part of the process will include a restorative justice meeting between SLT/HOY/PSO, the teacher and the student **(step 5)**.

## Whole School Conduct Levels

A key feature of the new system will be much closer monitoring of persistent offenders. The recording of events/sanctions is therefore crucial and the responsibility of all teaching staff. There will be 5 conduct levels based on a student's Referral record in school.

<b>Level</b>	<b>Trigger</b>	<b>Consequence</b>
1	Three Step 3 referrals within a half-term or one step 5 incident	<ul style="list-style-type: none"> <li>• Half a day in Exclusion Unit</li> <li>• Parents informed by PSO or Progress leader.</li> <li>• Placed on FT Level 1 Electronic Monitoring Card for two weeks.</li> </ul>
2	Six Step 3 referrals from class within a half-term or one step 5 incident.	<ul style="list-style-type: none"> <li>• Half a day in Exclusion Unit</li> <li>• Parents informed by PSO or Progress leader.</li> <li>• Placed on PL Level 2 Electronic Monitoring Card for two weeks.</li> </ul>
3	Nine Step 3 referrals from class within a half-term or one step 5 incident.	<ul style="list-style-type: none"> <li>• One day in the Exclusion Unit (11am – 5pm)</li> <li>• Parents called in for meeting with PSO and Progress leader, PSP completed during the meeting. This meeting is imperative and must take place, even if not on the same day.</li> <li>• PSP is used as a referral to Internal Intervention.</li> <li>• Placed on PL Level 3 Electronic Monitoring Card for two weeks.</li> </ul>
4	Twelve Step 3 referrals from class within a half-term, or one further serious incident or one step 5 incident.	<ul style="list-style-type: none"> <li>• One day in Exclusion Unit (11am – 5pm) and parents called in for meeting with Head of Year and Head of Pastoral.</li> <li>• Placed on Head of Pastoral Level 1 Electronic report card for two weeks.</li> <li>• PSP reviewed and updated and referral to Chadwick discussed</li> <li>• Early Response form filled in by PSO.</li> <li>• CAF completed if requested by early response team.</li> </ul>
5	Fifteen Step 3 referrals from class within a half-term, or one further serious incident or one step 5 incident.	<ul style="list-style-type: none"> <li>• Two days in the Exclusion Unit (11am – 5pm)</li> <li>• Parents called in for meeting with Governors' Pupil Disciplinary Committee, PL, Head of Pastoral and Head teacher.</li> <li>• PSP reviewed and updated.</li> <li>• Referral to Chadwick centre for intervention</li> </ul>

## **EXCLUSION UNIT**

The Unit has a capacity of 10 pupils and will be open all day (including break and lunchtime) each school day until 4.05pm or 5.00pm (Repeat day) if pupils have been placed in the Exclusion Unit for missing an SLT detention.

Pupils will be placed in the Unit by the exclusion unit manager or SLT/HOY **only**. There are three ways that this might happen:

- A pupil receives three referrals in a half term – parents are contacted and informed that their son/daughter will spend half a day in the Unit on the next school day
- A pupil is removed and disrupts the second lesson -the class teacher sends for a member of duty team and the pupil is escorted to the Unit. This decision is at the discretion of the member of the Duty Team.
- A pupil is involved in a serious incident of misbehaviour – s/he is removed from class and escorted to the Unit by a member of the Duty team.

Guidelines on how to supervise in the Unit are attached (appendix 3) along with guidelines for pupils who are in the Unit (appendix 4)

### **Procedures on Return to Lessons**

- Prior to their return to class pupils will be given clear guidelines as to what is acceptable behaviour, along with advice about how to avoid inappropriate behaviour that may affect their own or others' learning in future. After the third visit to the unit all pupils will be issued with a form teacher report.
- The Learning Support department will provide targeted support as and when necessary. When pupils return to subject areas in which a particular problem has been highlighted, or misbehaviour is a persistent and reoccurring theme, the subject leader will provide more structured support (e.g. subject report). This support will be tailored to the specific needs of pupils and teachers.
- As part of the ongoing monitoring process a pupil's behaviour may be assessed and observed in lessons by the Exclusion Unit Manager, with the prior arrangement and agreement of the pupil's subject teacher.
- After a referral from class (which has not escalated beyond step 4), the HoD should arrange a brief RA session between the teacher and the pupil. To ensure the next lesson runs smoothly.
- After a step 5 incident, the PL/ PSO should arrange a RA session , before the pupil has the lesson again.

## Screening, Searching and Confiscation

### **Key Points**

School staff can search a pupil for any item banned under the school rules, if the pupil agrees.

- Staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.
- The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

### Screening

Staff in the school can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and **without** the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

1. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
2. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend.
3. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### Searching with consent

#### **Schools' common law powers to search:**

Staff can search pupils **with their consent** for any item which is banned by the school rules. Knives or weapons, alcohol, illegal drugs and stolen items.

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### Searching without consent

#### *What can be searched for?*

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

#### *Can I search?*

2. Members of SLT and HOY and any other staff authorised by the headteacher.

But:

*a.* you must be the same sex as the pupil being searched; and

*b.* there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

### **Items found as a result of a 'without consent' search**

#### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they may retain or dispose of it.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.
- Where they find **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 they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not
- practicable.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

### **Use of reasonable force**

#### **What is reasonable force?**

a) The term 'reasonable force' covers the broad range of actions used by most teachers at some point involving a degree of physical contact with pupils.

- b) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- c) 'Reasonable in the circumstances' means using no more force than is needed.
- d) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- e) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- f) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

- a) All members of school staff have a legal power to use reasonable force.
- b) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

- a) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- b) In school, force is used for two main purposes – to control pupils or to restrain them.
- c) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### **Staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

#### **Telling parents when force has been used on their child**

Parents will always be informed about serious incidents involving the use of force and to consider how best to record such serious incidents. In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
  - The degree of force used
  - The effect on the pupil or member of staff
  - The child's age
- a) All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
  - b) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- c) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- d) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- e) The Headteacher and Governing Body will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- f) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- g) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- h) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Pupils’ Conduct Outside The School Gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Teachers have the statutory authority to:

Regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”

The school will apply the same principles of the behaviour policy to incidents taking place outside the school premises as to those that occur on the school site. The sanctions applied will be applied by the HOY in consultation with the Headteacher or a member of the Senior Team.

### **Teachers may discipline a student for:**

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.



## Reflection Sheet



Name \_\_\_\_\_ Form \_\_\_\_\_

Date \_\_\_\_\_ Lesson \_\_\_\_\_ Subject \_\_\_\_\_

Sent by: \_\_\_\_\_ sent to: \_\_\_\_\_

OLCC Classroom Code

Everyone at Our Lady's agrees to:

1. **F**ollow instructions without delay
2. **A**spire to reach my potential
3. **I**nvolve myself in my own learning
4. **T**ry my best in all I do
5. **H**ave respect for others

Why have you been sent here?

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Describe the behaviour that led to you being sent out ?

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Why was your behaviour unacceptable?

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What would you do differently if you found yourself in this situation in future?

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Signed: \_\_\_\_\_

## **EXCLUSION UNIT – PROCEDURES**

### **Staffing**

The Exclusion Unit will be staffed throughout the week, even if there are no pupils in the room at the time. Staff should remain in the Exclusion Unit until the next teacher on duty replaces them.

### **Pupils sent to Exclusion Unit (this will be managed by the Exclusion Unit manager)**

A pupil arriving in Exclusion Unit will be directed to an individual booth and issued with all relevant paper work and equipment. This will include Exclusion Unit Rules, a Think Sheet, A4 folder and paper, along with equipment if necessary. If class work/coursework has not been provided a workbook will be provided. Unless pupils are working on coursework or revision, lessons will be as follows: Numeracy, Literacy, Science, RE and Silent Reading.

### **The Start and End of the Day**

- Pupils will be registered in the Exclusion Unit.
- KS3 pupils will normally be in the unit from 9.05 – 1.00
- KS4 pupils will normally be in the unit from 12.20 – 4.00
- For more serious incidents(Step 5) pupils will spend a full day in the unit.
- Staff on duty at the end of the day should dismiss pupils from each booth one at a time after checking the booth and ensuring that all equipment is returned.
- All workbooks, class work and 'Think Sheets' are to remain in the Exclusion Unit to be filed away each day by the Exclusion Unit manager.

### **Exclusion unit – Unit Manager Procedures**

1. Step 5 automatically in, work sourced via DH contacting PSO.
2. Cumulative behaviour, must be logged by 2pm, for the following day. DH then has time to email all staff and HOD, to ask for work.
3. Briefing- lists announced.
4. Any work not sourced, teacher and HoD informed as to lack of progress made.
5. DH to ensure spreadsheet is kept fully up to date.
6. Any step 5 incident, DH to email all relevant staff to arrange RJ session, only logged by DH when PSO confirms this has happened.
7. DH to ensure pupil fills in entry and exit sheet.
8. Responsibility for workstation ensured by DH.
9. If pupils fractious, contact made directly with home- DH.
10. Any pupil still not settling, J LX to be told immediately.
11. Duty staff to cover lunch.
12. Parental letter completed for each student- DH fills in- send to Grace, with reflection sheet.
13. All work completed , given back to subject teachers that night- by DH.

## **Conduct in Exclusion Unit**

- Pupils are not allowed to talk or move from their places. If they have any questions they should put up their hand and wait.
- Apart from the lunch break there will be no eating or drinking allowed in the Exclusion Unit
- Any pupil who fails to follow the Exclusion Unit rules should be referred immediately to the Exclusion Unit Manager or Mr Mangan, the Assistant Headteacher.
- Failure to follow the rules will lead to either a repeat extended day from 11.00am until 5.00pm or a fixed term exclusion from school at the discretion of BCO/KM in consultation with the Exclusion Unit Manager.

## **EXCLUSION UNIT RULES**

Read these rules carefully.

Copy them out on the 'Think Sheet' and then sign your copy at the bottom.

While in this room

- I will work in silence
- I will not communicate with anyone unless instructed to do so by a member of staff
- I will complete all work that is given to me by the member of staff supervising
- I will conduct myself in a reasonable and polite way
- I will sit where I am told to and not distract others from learning

I understand I have lost the privilege of attending lessons and the right to normal break and lunchtimes. I will also be isolated from my friends during the course of the day.

I understand that if I do not follow these rules I will be asked to return to the Exclusion Unit from 11.00 am until 5.00pm or risk being excluded from Our Lady's.

REMEMBER to sign and date your copy of these conditions