

Leigh Academy

Behaviour for Learning



Rationale

In order for effective learning to take place good behaviour in all aspects of Academy life is essential. A whole academy approach to behaviour leadership, management and discipline addresses the key aims, practices and plans that The Leigh Academy will consciously pursue in our day-to-day life as a learning community.

Behaviour for Learning approaches are embedded in the ethos of The Leigh Academy as they emphasise the crucial link between the way in which students learn and their social knowledge, self-esteem and behaviour. The focus for the Behaviour for Learning Policy is upon establishing positive **relationships**, with self and others and developing **resilience**.

Relationships

Behaviour for Learning is fundamentally linked to a view that behaviour in classrooms and whole academy settings do not occur in isolation – it is the product of a variety of influences and not simply the product of a student’s unwillingness to behave or learn as required by the teacher.

The Leigh Academy fundamentally believes that teaching is about relationships as well as pedagogy. It is about feelings as well as factual information and the development of skills, as such it is as much about what occurs in the minds of teachers as what occurs in the minds of students. A teacher must therefore use their senses and emotional intelligence as well as their subject knowledge.

Resilience

Resilience is the set of characteristics, abilities and resources that enable the achievement of positive outcomes despite exposure to significant challenges or adversity. Resilience enables all members of The Leigh Academy to overcome adversity, cope with stress, and bounce back from setbacks so that goals, whether academic or personal, can be achieved.

With this in mind it is therefore essential that all Leigh Academy stakeholders be empowered to develop the following Resilience Competencies as defined in the Healthy Minds PENN Resilience Programme:

- Emotional Intelligence
- Impulse Control
- Optimistic Thinking
- Flexible and Accurate Thinking
- Self- efficacy
- Connections and Reaching Out

All Leigh Academy students want to learn and succeed and all students have a capacity to change, it is for this reason that our procedures are based around Attitudes to Learning rather than behaviour management to enable the creation of a positive learning culture.

It is also essential that the language used at The Leigh Academy is positive and promotes both effective relationships and resilience in our students. The Leigh Academy recognises that there is both a surface (words) and deeper (meaning and what is suggested) structure to language and by putting the suggestions and instructions we give to our students into the deep structure this can reflect the outcome we would like to achieve.

1. The Principles - The 5 R's

Leigh Academy students need to be empowered to make the right choices and take ownership for their own behaviour. In terms of Behaviour for Learning, this ethos is displayed through a 'can do' culture that promotes self-discipline; reflection upon behaviour; choices about how to behave and the subsequent consequences of behaviour, whether positive or negative, and empathy for how any individual's behaviour affects the learning of others. Positive Behaviour for Learning characteristics are encouraged and recognised at The Leigh Academy through our Rewards and Consequences procedures. These positive learning behaviours are the 5 R's, including:

- Readiness for learning and work
- Resilience in learning and work
- Responsibility for learning and work
- Reflection on learning and work
- Responsibility for learning and work

Students are provided with every opportunity to demonstrate positive learning behaviours at The Leigh Academy through:

- Providing a safe, positive environment free from disruption, violence, bullying and any form of harassment, in which all members of the community learn.
- The development of effective and positive relationships
- The promotion of good behaviour and discipline.
- The promotion of self-esteem, self-discipline, regard for others and positive relationships, based on mutual respect.
- Ensuring consistency, equality and fairness for all, whilst recognising that children are individuals and on occasions reasonable adjustments will need to be made.
- Providing an environment conducive to effective learning for students, teachers and support staff.
- Teaching students behaviour for learning and resilience strategies both implicitly and explicitly.
- Providing a framework for Rewards and Consequences that is communicated clearly to staff and students, which is applied consistently across the Academy.
- Celebrating and rewarding positive attitudes to learning.

Having established systems in place for identification of need and a range of strategies available for early intervention, to reduce the risk of exclusion. Early identification of any student behaviours that may adversely affect their learning and to act to remove any barriers to learning and rectify the situation. Helping students to understand that the choices they make and the actions they take have consequences, both positive and negative, and to support students to take responsibility for their actions.

- The commitment to reducing the number of fixed and permanent exclusions, and Managed Moves to other local schools.
- Encouraging positive relationships with parents and carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures.
- Developing relationships with a range of external agencies by utilising a range of support including alternative provision providers, to ensure that the needs of all students are met.

2. Roles and responsibilities

In order for this Behaviour for Learning policy to be effective it has to be consistently and fairly applied.

All members of The Leigh Academy will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, or sexuality. However by recognising that children are individuals students with specific learning needs or a disability may require reasonable adjustments on occasions, any adjustments will be clearly identified and communicated via a student's SSP. It is also important to ensure that the concerns of students are listened to and appropriately addressed.

The Governing Body will support the Academy in maintaining high standards of behaviour. It will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Through the appeals process outlined in the Leigh Academies Trust Exclusion Policy they will ensure that statutory requirements have been met in cases of exclusion.

The Principal is responsible for ensuring that the Behaviour for Learning culture and ethos is core to all Academy policy, protocols and practices. The Principal is also responsible for making final decisions on exclusions across the Academy. In doing this he/she is also responsible for making sure statutory requirements are met for both the Department for Education and Governors.

The Academy Senior Leadership Team (SLT) are responsible for the implementation and day-to-day management of the Behaviour for Learning policy and procedures, they have a responsibility to ensure that all staff in the Academy take a consistent approach to behaviour management. The SLT will ensure that effective Professional Development (PD) is delivered with regards to behavior management and the implementation of this policy. They are also

responsible for dealing with serious incidents where the Director of Learning/Coordinator of Learning or Student Services Manager is not available or feels the matter is serious enough to be referred to a Principal for action. Heads of College are responsible for collating all documentation that will be required for the Principal to make a decision on internal, external or permanent exclusion.

Directors of Learning (DoLs) and Co-ordinators of Learning (CoLs) have a core responsibility to ensure that learning comes first. This means that as a priority they have to ensure that there are consistently high standards of behaviour in their Learning Areas. They should work with their teams to ensure that planning and resource preparation within lessons removes any potential barriers for learning. DoLs/CoLs also need to ensure that the Behaviour for Learning policy and the Academy's basic expectations are fully and consistently applied. Any reasons for intervention at DoL/CoL level should be fully and appropriately implemented and an analysis of subject specific issues such as detentions (S2-S3) and exit room pass should be investigated to identify the need for any supportive intervention for the Learning Area and students.

The Student Services Manager (SSM) identifies and accept referrals from a range of different stakeholders, where there is a particular group or an individual student that is not responding positively to the Academy agreed procedures and systems. Referrals will be discussed at College Senior Leadership Team Meetings where appropriate support will be put in place. This could be a range of strategies including in class support, team teaching, allocation of time from a mentor, focused short-term group work including a Behaviour Improvement Programme (BIP) or part time placement in the Curriculum Support Centre (CSC). In serious cases the Student Services Manager will also plan for intervention from external agencies, alternative provision, part time timetables, Pastoral Support Plans (PSPs) and Individual Behaviour Support Plans (IBSPs).

Teachers and Tutors will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. They also have responsibility, with the support of the College leadership teams, for creating a high quality learning environment, building effective and positive relationships and teaching the expectation for good behaviour. This is achieved through the development of The Leigh's Home Academy Agreement and establishing core routines with teaching groups.

The Leigh's Home Academy Agreement addresses the core rights and responsibilities and when the initial relationship is being established with the teaching group and the core routines address issues such as:

- Seating plans
- Expected and acceptable noise levels
- Appropriate cues for class discussion and 'talk time' expectations
- Appropriate/reasonable movement around the learning environment
- Organisation and the distribution of equipment
- Entry and exits to the learning environment

Support Staff and Volunteers will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. They also have responsibility, with the

support of the Principal, for creating a high quality learning environment and sharing the expectations for good behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Behaviour for Learning Policy by the College through assemblies and the Tutor Time Programme, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported via the Bromcom consequence system.

Parents/Carers are expected to take responsibility for the behaviour of their child, both inside and outside of the Academy and in particular with the use of Social Media. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy, any issues arising from the operation of the policy. When additional support is required for an individual student it is essential that parents/carers engage fully with any Pastoral Support Plans or Individual Behaviour Support Plans.

Involvement of outside agencies

The Academy works positively with external agencies. It seeks support from them to ensure that the needs of all students are met by utilising wherever possible a range of available external support.

3. Procedures

All members of The Leigh Academy community are valued and have a positive contribution to make to ensure that The Leigh is a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers provide challenging and engaging learning opportunities for our students.

The Principal and Heads of College in consultation with the staff will develop the procedures arising from this policy. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility with every member of the Academy having a responsibility towards the whole community.

3.1 Rewards and Consequences

Students respond best to praise and the reinforcement of positive behaviours is the basis of our Rewards and Consequences Programme as we will always look for good in all students. To this end great emphasis is placed on rewards and recognising achievement and success. Staff will work actively to remove and discourage any barriers to learning within The Leigh Academy.

The Leigh Academy Rewards and Consequences procedures are based around the choices that students make, in that the student is primarily responsible for their choices.

3.11 Expectations

The Leigh Academy sets the highest standards and expectations for all staff and students to meet as they provide the framework for all that we do on a daily basis and are as follows:

Setting the highest Standards and Expectations for all members of The Leigh Academy are essential if we are to achieve excellent outcomes, inspire the next generation and prepare our students for their future lives.

The focus for the five Standards and Expectations we have set *in consultation with staff and students* is the development of effective and positive relationships and resilience. In essence they are the positive learning behaviours we expect all members of The Leigh Academy to meet on a daily basis.

1. Readiness for learning and work:
You can meet this expectation by.....
 - *Wearing the correct dress code or uniform including lanyards and card holders*
 - *With the right equipment and resources (planners, equipment, PE kit etc)*
 - *Arriving punctually, promptly and well prepared for all lessons*

2. Resilience in learning and work:
You can meet this expectation by.....
 - *Developing a 'can do' approach to all tasks, activities and challenges*
 - *Using your Emotional Intelligence*
 - *Controlling your impulses and never giving up when faced with difficult or challenging situations*

3. Responsibility for learning and work:
You can meet this expectation by.....
 - *Recognising that we are all responsible for the actions and choices we make*
 - *A commitment to remain in lessons, fully focused on learning*
 - *Removing any barriers to learning and not disrupting the learning of others*

4. Reflection on learning and work:
You can meet this expectation by.....
 - *Regularly review your work and the contribution you make to The Leigh Academy*
 - *Engaging in Restorative approaches when required to do so*
 - *Considering how your actions can impact on the learning of others*

5. Relationships for learning and work :
You can meet this expectation by.....
 - *Being respectful of each other and use positive language at all times*
 - *Work collaboratively with others*
 - *Be committed to building positive relationships*

3.12 Consequences

The Leigh Academy Rewards and Consequences Policy is based on the ethos of choice and consequence in that every choice we make, every action we take, whether good or bad has consequences.

3.13 Positive Consequences: Rewards

A system of reward is the primary tool in managing Attitudes to Learning at The Leigh Academy. The level of reward increases with the level of positive Attitudes to Learning displayed by students and include, among others:

- Verbal praise
- Reward points (R1 – R5 see Appendix 1)
- Telephone call/letter home
- Praise postcard home (College or Learning Area)
- Nomination for Learning Area Award in Academy Awards events
- Certificates
- College based Reward Catalogues
- End of year College or Academy reward events
- Fast Track Lunch pass
- Restaurant vouchers
- Represent the College or Academy as student ambassadors

Further details of The Leigh Academy Rewards Programme can be found in:

Appendix 1

<https://docs.google.com/document/d/1LaI3F7DcCcycJueXWah1S5sEU3G7vOVtWyXYDJXNVyk/edit>

3.14 Negative Consequences: Sanctions

To ensure a consistent approach, standardised escalated sanctions (S1 – 5) are used at The Leigh Academy, with all staff using similar techniques and systems. A system of consequences is used to correct and challenge when students are making poor choices, which may prevent themselves and others from learning. At all stages of the consequence system students should be given the opportunity to reflect and change their Attitudes to Learning to make positive choices to de-escalate situations which should be recognised and rewarded.

In addition to the subtle methods staff have at their disposal to correct and challenge poor choices and attitudes (catching their attention, fingers to lips, asking a question etc.) staff will follow a standard protocol and use standardised language, further details can be found in

Appendix 2: <https://docs.google.com/document/d/1e7Ulgmpvs0FT7Zhr-pLPtI3LRPMrA7OxqeGwsTyn4Sg/edit>

<https://docs.google.com/document/d/1uOuxtopfWfYyeQEVdrYPURIQrirh7qemQ3KFrlygGrI/edit>

and includes the following:

- Verbal warning
- Move seating
- Removal from the lesson, with work, to another learning environment
- Same day detention (15 mins) and phone call home

- Next day detention (30 mins), phone call home to provide 24 hours notice to parents
- SLT detention (60 mins), phone call home to provide 24 hours notice to parents

Detentions should always afford an opportunity for restorative work to be done between the member of staff and student, which will involve the student catching up on work missed, discussing or writing about ways to improve Attitudes to Learning.

Poor Attitudes to Learning across a range of subjects and any serious incident will be dealt with by the DoL and/or the College SLT. In addition to The Leigh Academy consequences system additional ones such as the following may be applied:

- Prevention from going on trips/visits.
- Prevention from representing the Academy in sports fixtures
- Telephone call/letter home (this should be of a constructive nature)
- Mediation and restorative approaches
- Community service
- Report – including Learning Area, DoL/CoL, Tutor, SSM, AHoc or Hoc
- Academy Strike System for smoking and bullying
- Internal Isolation
- Fixed term exclusion (see Leigh Academies Trust Exclusion Policy)
- College move (see Transfer of Students Policy)
- Managed move via the local Inclusion Forum
- Permanent exclusion (see Leigh Academies Trust Exclusion Policy)

3.15 Unsupervised Period

Incidents which occur at The Leigh Academy during travel to and from the Academy, transition time between lessons, break time, lunchtime or after school will be dealt with by Tutors, Teachers, DoLs/CoLs and/or College SLT and will follow the Rewards and Consequences programme.

3.1 Interventions beyond Rewards and Consequences

If a student continues to make poor choices, is regularly receiving consequences or is unable to address their poor attitudes to learning without support, it will be necessary for further intervention to be applied. The aim of the additional intervention will be to reduce the risk of isolation or exclusion for a fixed period of time. In such cases The Leigh Academy Attitude to Learning Stage of Intervention Programme (Appendix 4) will be applied to support the student to address the barriers to learning they are presenting on a regular basis.

Appendix 4: [https://docs.google.com/document/d/1059eL1ZiozyvbUmxikkAR7kw6-
jtR0LmbDlilfBeMVM/edit](https://docs.google.com/document/d/1059eL1ZiozyvbUmxikkAR7kw6-jtR0LmbDlilfBeMVM/edit)

In each stage of the programme interventions provide a core function to support the student to move forward and include the following:

Reports are used for short periods of time e.g. two weeks and should relate to specific areas of concern e.g. Home Learning, concentration, Attitudes to Learning, application etc. Further information regarding The Leigh Academy Reports and Targets can be found in **Appendix 3**

<https://docs.google.com/document/d/1K8abAV7JdE737UvPx0s8O45TIQawMpb7hAbxPNROOOI/edit>

- Smart and meaningful targets should be set, these could either be areas identified through academic review, as a result of analysis of BROMCOM behaviour reports or PSP targets.
- Reports should normally be issued by Tutors, SSMs, Assistant Heads of College or Heads of College and are checked on a daily basis. When a Tutor raises an area of concern College Leadership Teams can place a student on subject or learning area report by the CoL/DoL. This should be logged on Bromcom and parents/carers and College SLT and tutor notified.
- The student is responsible for handing the report to subject teachers at the start of each lesson. The student must be aware of why they are on report and what the report process is designed to achieve.
- Parents/carers must be informed that a student is on report. Parents are required to sign the report daily and must be contacted at the beginning and end of the report process to discuss progress made and the need for any further action. At the end of reporting period the report card must be passed on to the College Admin and placed on the student file as a record of the intervention.
- Details of the report should be entered on BROMCOM and the report tracker, which is held in each College.
- The Tutor, SSM and Assistant Head of College should be informed when a student is to be placed on report, in advance.

PSPs and IBSPs are personalised intervention plans designed to support students who are at risk of permanent exclusion or students who are at risk of becoming disaffected through repeated Fixed-Term exclusions. The PSP is a young person centred approach to address the inclusion of students with challenging behaviour from a range of perspectives. Targets are set for both the student and for the range of agencies involved with the young person. Key to this process is the regular review of the PSP involving the Academy and parents/carers that enables close monitoring of the student within the academy environment.

Internal Isolation can occur for a range of reasons, including when an “S4” has been issued; the Head of College or Assistant Head of College will make final decisions on Internal Isolations.

- SSMs or AHoCs will phone parents/carers with details and arrangements the same day.
- The SSM or College Admin support will communicate this to all staff by e-mail.

The Internal Isolation will begin immediately with a college isolation for the remainder of the day followed by a full day internal isolation 9:00 - 4:30pm the following day in the curriculum support centre (CSC)

Staff will be provided with enough time to ensure appropriate curriculum has been planned and students will be able to spend the period of time learning constructively using the specific Learning Area Internal Isolation Resources and will also engage in reflective, restorative activities. Students in Internal Isolation will not be allowed out at break or lunch with their College but will be given alternative times during the day to have refreshments. All access and privileges to electronic devices will be removed for the isolation period.

At the end of an Internal Isolation period the SSM, AHoC, HoC or College Admin will write a report on progress, which will be put on the student's file and copied to parents/carers, Tutor and HOC. Included in this should be details of strategies that have worked well.

Exclusions whether for a fixed period of time or permanent can only be issued by the Principal and will only be taken as a last resort and:

- In response to serious or persistent breaches of the Academy's Behaviour for Learning Policy
- If allowing the student/pupil to remain in the academy would seriously harm the education or welfare of the student or others in the Academy.

Following a Fixed Term Exclusion a Reintegration Meeting, using restorative approaches, will take place where a PSP will be issued to enable the student to reflect and be successfully readmitted back into The Leigh Academy. Prior to the meeting the SSM, AHoC or HoC will agree the PSP targets and areas of focus for the student, which are shared and agreed with the student and their parent/carer at the Reintegration Meeting. Students will also be encouraged to set themselves a target to be included in the post exclusion report. A signed copy of the PSP will also be sent home. A suggestion as to some of the targets, which could be used, is included in **Appendix 3**. The student will also be required to serve a day in the **CSC** as their restorative justice preparation to return to their usual curriculum.

3.2 The Leigh Academy Attitude to Learning Stages of Intervention

The aim of the each stage of intervention is to enable students to move forward in a positive way and provide a network of support and interventions to ensure that every opportunity is given to students to remove the barriers to learning. It is intended to help avoid the student gaining further consequences, which could lead to a fixed term or permanent exclusion. A flow diagram for the Attitude to Learning Stages of Intervention can be found in:

Appendix 4 <https://docs.google.com/document/d/1059eL1ZiozyvbUmxiKKAR7kw6-jtR0LmbDIilfBeMVM/edit>

Stage 1 Attitude to Learning Intervention – DoL/CoL/Tutor

Students are placed on a Stage 1 Intervention due to repeated S1,2 Consequences, or through the monitoring of the student's Attitude to Learning scores on their Module report. Parents will be invited to attend a Stage 1 Intervention Meeting where the DoL/CoL and / or Tutor will raise the concerns and clear targets set (Appendix 3) for a report period of two weeks. A Stage 1 Intervention Review Meeting will take place with parents/carers at the end of the Stage 1 Intervention where either of the following outcomes may occur:

1. Targets met – Stage 1 Report ends and the student is positively rewarded.
2. Targets not met – Stage 1 Report continues for a further 2 weeks followed by a further review Meeting with parents/carers, if after a further two weeks the Targets are still not met the student will move to Stage 2.

Stage 2 Attitude to Learning Intervention – SSM

Students are placed on a Stage 2 Attitude to Learning Intervention for one of the following reasons:

1. Stage 1 Attitude to Learning Intervention targets not met
2. A one off serious incident, a number of exit slips, Internal Isolation, a Fixed Period Exclusion for the first time.

Parents will be invited to attend a Stage 2 Attitude to Learning Intervention Meeting, which could also be the Reintegration Meeting following a Fixed Period Exclusion, where the concerns will be raised by the SSM and clear targets set (Appendix 3) for a report period of two weeks. A Stage 2 Intervention Review Meeting will take place with parents/carers at the end of the Stage 2 Attitude to Learning Intervention where either of the following outcomes may occur:

1. Targets met – Stage 2 Report ends and the student is positively rewarded.
2. Targets not met – Stage 2 Report continues for a further 2 weeks followed by a further review Meeting with parents/carers, if after a further two weeks the Targets are still not met the SSM will discuss the potential involvement of additional services and subsequent Stage 2 Interventions. Further Review Meetings will occur and if positive outcomes are not achieved the student will proceed to a Stage 3 Attitude to Learning Intervention and a PSP will be put in place.

Stage 3 Attitude to Learning Intervention – Assistant Head of College

Students are placed on a Stage 3 Attitude to Learning Intervention for one of the following reasons:

1. Stage 2 Attitude to Learning Intervention targets are not met and there has not been a positive outcome at Stage 2
2. A one off serious incident, a number of exit slips, Internal Isolation, more than one Fixed Period Exclusion, persistent disruption.

Parents will be invited to attend a Stage 3 Attitude to Learning Intervention Meeting, which could also be the Reintegration Meeting following a Fixed Period Exclusion, where the concerns will be raised by the Assistant Head of College and clear targets set (Appendix 3) for a report period of two weeks. A Stage 3 Intervention Review Meeting will take place with parents/carers at the end of the Stage 3 Attitude to Learning Intervention where either of the following outcomes may occur:

1. Targets met – Stage 3 Report ends and the student is positively rewarded.
2. Targets partially met – Student returns to Stage 2 for two weeks
3. Targets not met – Stage 3 Report continues for a further 2 weeks followed by a further Review Meeting with parents/carers, if after a further two weeks the Targets are still not met the Assistant Head of College will discuss the potential involvement of additional services and subsequent Stage 3 Interventions. Further Review Meetings will occur and if positive outcomes are not achieved the student will proceed to a Stage 4 Attitude to Learning Intervention and a PSP will be put in place.

Stage 4 Attitude to Learning Intervention – Head of College

Students are placed on a Stage 4 Attitude to Learning Intervention for one of the following reasons:

1. Stage 3 Attitude to Learning Intervention targets are not met and there has not been a positive outcome at Stage 3.
2. A one off serious incident, persistent disruption and failure to engage with the Stage 3 Attitude to Learning Intervention.

Parents will be invited to attend a Stage 4 Attitude to Learning Intervention Meeting, which could also be the Reintegration Meeting following a Fixed Period Exclusion, where the concerns will be raised by the Head of College and clear targets set (Appendix 3) for a report period of two weeks. A Stage 4 Intervention Review Meeting will take place with parents/carers at the end of the Stage 4 Attitude to Learning Intervention where either of the following outcomes may occur:

1. Targets met – Stage 4 Report ends and the student returns to Stage 2 Attitude to Learning Intervention and will report to the SSM for 1 week.
2. Targets not met – HoC Contract begins for 4 weeks followed by a further Review Meeting with parents/carers, if after four weeks the HoC's Contract Targets are still not met the Principal will discuss the potential involvement of additional services, a period of respite at an Alternative Curriculum provider and subsequent Stage 5 Attitude to Learning Intervention.

Stage 5 Attitude to Learning Intervention – Principal

Students are placed on a Stage 5 Attitude to Learning Intervention for one of the following reasons:

1. Stage 4 Attitude to Learning Intervention targets are not met and there has not been a positive outcome at Stage 4.
2. A one off serious incident, persistent disruption and failure to engage with the Stage 4 Attitude to Learning Intervention.

Parents will be invited to attend a Stage 5 Attitude to Learning Intervention Meeting to discuss an internal transfer to another College within the Academy for a 6-week trial period. The Head of College will complete the necessary paperwork and procedures as outlined in the Transfer of Students Policy. A Stage 5 Intervention Review Meeting will take place with parents/carers at the end of the Stage 5 Attitude to Learning Intervention where either of the following outcomes may occur:

3. College transfer successful, student transfers to new College.
4. College transfer is not successful – Return to original College, Managed Move via the Local Dartford Inclusion Forum for a trial period of 12 weeks, if the move is unsuccessful a place at Alternative Curriculum will be arranged.

References:

- Penn Resilience Programme
- Churches, R and Terry, R (2007) NLP for Teachers: How to be a highly effective teacher. Crown House Publishing Limited
- Rogers, B (2007) Behaviour Management – A Whole School Approach. Sage Publications

Reviewed and edited by MPI June 2018.

September 2019