



# **Launceston College**

*A Multi Academy Trust*

## **BEHAVIOUR POLICY**

Updated on: July 2019

Review by: July 2021

Reviewer: LJS

**Principles.**

**The following core principles of the Launceston College MAT underpin our behaviour policy and the procedures used in each of our Academies.**

1. We expect our students to challenge what they think they are capable of and exceed these expectations.
2. We have exceptionally high expectations for the behaviour and achievement of all students.
3. We never lower these expectations for anyone but increase the level of support for those who need it.
4. No student can take away another's right to learn.
5. We have a relentless focus on the quality of our teaching and learning.
6. We say what we do and do what we say.
7. Our curriculum enables students to define their aspirations and then to achieve them.
8. Our students are prepared for learning and their learning prepares them for life.
9. Our students receive meaningful praise, have their achievements recognised and are proud of who they are.
10. We are driven by principles and rely on consistently applied, effective systems.

Launceston College Multi Academy Trust, and all Academies within the Trust, believes that good behaviour is an expectation of all students. Poor behaviour distracts students and teachers and does not allow everyone to learn. We expect all students to meet clear behaviour expectations; if they do not there are clear sanctions.

To reinforce positive behaviours, our procedures are underpinned by regular and meaningful praise, including verbal feedback, house/praise points, contact home and awards.

Each Academy is responsible for establishing and maintaining the behaviour systems within their own setting. These are monitored regularly, with information used to inform practice and to report to the relevant Local Governing Body.

The behaviour management systems for the schools within the Launceston College MAT can be found in the appendices to this behaviour policy. Operational procedures for staff within the Launceston College MAT will be provided to staff upon induction, and upon any updates.

**Prohibited items**

The following items are prohibited in any of the Launceston College MAT Academies:

- Illegal substances, including drugs
- Illicit substances, including alcohol or tobacco
- Weapons, or any item which has been weaponised
- Fireworks or incendiary items
- Laser pens or pointers
- Sexually explicit images

- Any item which has been identified as banned within the respective Academy Rules. Should a search of pupil property be required, because the Principal or designated deputy suspects the possession of a prohibited item, this will be carried out in accordance with DfE Guidelines and details of the search logged according to school systems.

### **The Use of Force to Control or Restrain Pupils**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Guidance for Use of Reasonable Force, July 2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves or others. The actions that we take are in line with government guidelines on the restraint of children. Any incidence of using force to control or restrain pupils will be documented, and reviewed by the Principal of the academy. Records will be kept in accordance with DfE guidelines.

### **Fixed term exclusions (FTE)**

A fixed term exclusion will be issued following constant or a serious breach of the behaviour policy, or where a pupil has failed to adhere to the consequences put in place through the behaviour policy.

Confirmation in writing of the exclusion will be provided to parents and the relevant authorities notified. This will confirm the length and reason for the exclusion, along with the arrangements for a review meeting. The process to appeal against an exclusion will be included in this letter. Work will be provided for the student to complete during their FTE. If a FTE is longer than 5 days, alternative educational provision will be put in place from the sixth day onwards.

Students re-integrating after a FTE will receive support, for example through a behaviour support package, use of the Off Site Centres or the Alternative Provision Academies. Parents will be notified of the plans to support students at the review meeting.

### **Permanent exclusions (PEX)**

The decision to permanently exclude a pupil would be based on the following grounds:

- in response to a serious breach, 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 pupil or others in the school.

Possession of drugs places other students at risk of significant harm and is a serious breach of the school's behaviour policy. It will therefore, unless there are exceptional circumstances, result in permanent exclusion.

The Academy will provide information, in writing, to the parents without delay. This will include the reasons for the permanent exclusion, and information concerning how to make representation to the Exclusion Panel.

In exceptional cases where a pupil has received a FTE, and additional evidence has come to light, a permanent exclusion may be issued to begin immediately after the end of the Fixed Term Exclusion. Any decision to permanently exclude would be made by the Executive Principal, with due consideration to guidance provided by the DfE.

## **Roles and Responsibilities.**

### **Pupils**

Pupils have a responsibility to following the behaviour expectations of their school setting, as outlined in the home school agreement each new pupil receives when they join the setting. Where a pupil has difficulties following expectations due to additional needs, the academy will work with pupils and parents to provide additional support to help them meet expectations.

### **Parents and carers**

The home school agreement clearly sets out expectations of parents and carers in respect to supporting their child to meet behaviour expectations. We ask all parents and carers to work with the staff at the school to resolve any issues productively.

### **Teachers and support staff**

All school staff need to ensure they are aware of the behaviour expectations in their school setting, and apply these fairly and consistently. Staff need to model and praise positive behaviours to facilitate a positive learning environment. All praise and behaviour information needs to be logged in a timely manner, according to the system in place in each school. All staff are expected to engage professionally with parents and carers, at a level commensurate with their role.

### **Academy Principal**

The Principal is responsible for ensuring the behaviour procedures for their setting are carried out, and for the monitoring of praise and sanction information to identify trends which may need addressing. Behaviour systems should be reviewed regularly to ensure they continue support a positive learning environment, and make recommendations for amendments as required.

Where students do not meet behaviour expectations, the Principal will make recommendations on additional support measures, including a multi-agency response, in order to best meet the needs.

## **Use of Exclusions**

The decision to exclude a student is not take lightly. An exclusion will be issued only:

- In response to constant or serious breaches of the Academy's behaviour policy
- If allowing the student to remain in the individual Academy would seriously harm the education or welfare of others

Academy Principals will follow the latest DfE guidance in relation to exclusions, carrying out their duties in accordance with the MAT Scheme of Delegated Authority (SODA). This includes the requirements to notify parents in writing of the terms of any exclusions, as well as notifying the Local Governing Body, Trust Board or Local Authority as required by the latest DfE guidance (September 2017).

Following a Permanent Exclusion, or a FTE exceeding 5 days, the Principal will ensure that the MAT Board and parents / carers receive all relevant information at least 5 days in advance of the meeting.

### **MAT Board**

The MAT Board Responsibilities regarding exclusions is delegated to a panel of Trustees. The panel has a duty to consider the reinstatement of an excluded student, in accordance with the latest DfE guidance. The panel will consist of 3 trustees and has a duty to consider the reinstatement of an excluded student within 15 days of receiving notice of the exclusion. Within 14 days of receipt of a request, the Trust Board will provide the Secretary of State with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the Trust Board, in conjunction with the Principal, will arrange suitable fulltime education for the student. This provision will begin no later than the sixth day of the exclusion. Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

In the case of an appeal against an exclusion, the MAT Board will arrange an independent review panel within 15 school days of the appeal being received, in accordance with the latest DfE Guidance.

### **Local Authority (LA)**

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

### **Links to other policies / documents**

The behaviour policy should be read in conjunction with the following policy documents:

Anti-bullying policy

Drugs, alcohol and tobacco policy

eSafety policy

Home School Agreement

Smart Devices policy

Uniform policy

### **DfE Documents:**

DfE Exclusion from maintained schools, academies and pupil referral units in England, September 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) DfE

Guidance – Use of reasonable force, July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

DfE and ACPO drug advice for schools

<https://www.gov.uk/government/publications/drugs-advice-for-schools> DfE

Advice – Searching, screening and confiscation – January 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## **Appendix 1 – Information required by MAT Board and parents / carers in advance of an exclusion appeal meeting**

Principal's overview statement of the case and background history

- Log of Pupil's misdemeanours/case history leading to the permanent exclusion (including dates, reasons for and length of previous Fixed Term Exclusions, Minutes of Reintegration Meetings etc)
- Letter from Principal to Parents confirming permanent exclusion and stating the reason(s) for exclusion
- Correspondence between school, parents and other agencies (if involved)
- Staff and any other witness statements regarding the incident(s) which led to permanent exclusion
- Witness statement from excluded pupil for all exclusions
- List and evidence of sanctions/support employed, such as behaviour care plans or equivalent support
- Reports of counselling undertaken
- Copies of the Academy's Policies i.e. behaviour, disciplinary, exclusions (you do not need to include the Department for Education Guidance on Exclusions)
- A record of the Pupil's attendances/absences

### **Additional information required for an independent appeal panel meeting.**

- A copy of the Minutes of the Governors' meeting confirming exclusion and reasons • A copy of the letter sent to parents confirming the exclusion and the reason(s) for the exclusion
- A copy of any external or other reports by other agencies that may be appropriate e.g. SENCO, Social Services, EWO, CAMHS
- A report of action taken against other pupils who may have been involved in the incident/incidents

## **Appendix 2 – Behaviour procedures from MAT Academies**

Altarnun Primary

Atlantic Academy

Bideford College

## **Behaviour Procedures – Altarnun Primary**

All staff working within Altarnun Primary School have a team approach of collective responsibility for behaviour (both positive and negative) regardless of which child is in which class. We recognise that ALL the children can turn their behaviour around and that once there has been a consequence they are entitled to a “Fresh Start” and a smile.

The teachers at Altarnun Primary School will use approaches that aim to promote positive learning behaviour and an appropriate emotional climate in the classroom. These approaches will:

- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Be relevant and be consistently applied to all pupils at all stages.
- Recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

### **Rewards**

#### **Whole School Reward System: ‘Dojos’**

Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and are linked to the school values. When awarding the Dojo the member of staff should reinforce the good behaviour e.g. ‘You can have a Dojo for waiting so patiently’. **House points:**

To encourage team work and promote collaboration, at Altarnun we use a house system as an extra incentive to maintain and improve pupils’ attitudes, behaviour and learning. There are four house teams, all of our children have a house team allocated to them and can earn points for their team.

House points can be awarded by displaying:

- Care in Presentation: work (neat writing and presentation) and a pride in wearing their uniform correctly.
- Completed homework tasks.
- Good attendance and punctuality
- General organisation, for example remembering PE kits, books, homework etc.
- Participating in house events such as quizzes, sports competitions and so on.
- Representing the school well at external events and activities, such as trips, sporting fixtures or musical events.
- Collaboration at playtime and lunchtime and throughout the school.

#### **Superhero Praise Ladder:**

- Good self-regulating/following instructions/doing their best will gain steps up the ladder throughout the day.
- When reaching the top of the ladder a stamp will be awarded.
- When a line of stamps has been achieved (5) pupils will earn a treat from the praise box.

## **Certificates**

A weekly 'Celebration' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or followed the school values. Parents are invited to attend.

## **Sanctions**

Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system of sanctions to record and respond to unacceptable behaviour; the sanction ladder is clearly displayed in all classrooms. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDco and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why their behaviour is not acceptable. Express your **displeasure with the action and not the child**. Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the behaviour, this may lead to isolation or permanent exclusion. However, as a general rule for minor incidents, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

## Sanction Ladder

Step 1 Teacher Strategies	Polite but firm request. Reminder of school values. Remind as a group/table or a specific child (Quality First Teaching). Consider repositioning/separating.
Step 2 'This is your warning...'	Record the warning visually on the chart. State clearly <b>once</b> where you would like the child to improve in relation to the school values
Step 3 'This is your final warning...'	Use the agreed phrase, 'This is your final warning.' Remind the child that if their behaviour does not change then they will work alone on a table to reflect
Step 4 Sanction Time Out A	Behaviour has not changed; therefore, child is placed alone at a table in class
Step 5 Sanction Time Out B	Behaviour has not changed, therefore child is removed and placed in a partner class (recorded on My Concern). If a child does not complete step 5 then move to step 6. If steps 1-5 are followed as regular occurrences a child need to be moved to step 6.
Step 6 Time out C	Child escorted to SLT or collected. The child has 20 minutes working alone. Parents are telephoned and invited into school. Child is reminded of the code of conduct and school values. If this occurs twice move to next step.
Step 7	Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern. Meeting with parents/child to agree behaviour targets, sanctions and rewards linked to the plan. The plan will be reviewed fortnightly.
Step 8 Behaviour Contract	A last step before exclusion. Clear specific rules which the child must uphold in order to remain in school. Further sanctions an immediate consequence of breaking the contract. This will be reviewed daily and involve close parental involvement.
Step 9 Internal Exclusion	Child has no contact with own class or classmates. No access to playground, extra-curricular or enrichment activity. Parents may be asked to support the child in school and will be informed of the likelihood of exclusion.
Step 10 Fixed short-term exclusion	Following Government Guidance. Upon return to school or if reinstated child stays on Behaviour Contract for a minimum of 2 weeks. Up to 5 days per term.
Step 11 Fixed long-term exclusion	Following Government Guidance. Upon return to school or if reinstated child stays on Behaviour Contract for a minimum of 10 weeks. Up to 45 days per year.
Step 12 Permanent exclusion	Following Government Guidance. Serious incidents need to be treated on an individual basis and investigated. In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence. These may include: Serious actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon; serious deliberate damage to school property.

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### Behaviour procedures – Atlantic Academy Praise

- Positive reinforcements of expected student behaviours in every lesson
- Where a student exceeds learning expectations, this is recorded as an achievement on SIMS
- Student reward system, based on achievement points earned through SIMS
- Student postcards, awards and the house cup all follow positive behaviours recorded on SIMS.

### Sanctions

Ready to learn expectations are displayed in every classroom. Where a student disrupts the learning of others or refuses to engage in learning, the following system is used.

- J1 – where a student is not following ready to learn expectations.
  - Reason is provided to student and student's name recorded on the board.

- J2 – for a second instance of not following ready to learn expectations or poor breaktime behaviours. ○ Teacher led short detention to discuss impact of behaviour ○ Details recorded in SIMS

- Parents notified via eContact book.
- J3 – for a further incidence of not following ready to learn expectations or serious disruption.
  - On-call called using 'Emergency Alert' on SIMS
  - On call to discuss behaviours with students, reintegrating to the lesson where possible. If reintegration is not possible, this moves to J4.
  - Faculty catch-up detention to be set
  - Details recorded on SIMS
  - Parents notified via eContact book
- J4 – for persistently not following ready to learn expectations or serious behaviour incident
  - On call or SLT to remove student to Internal Exclusion Room (IER), for a minimum of 2 periods and a break. Student to complete behaviour reflection sheet.
  - IER supervising staff to record incident on SIMS
  - Student to be placed on EVAC report card, to be reviewed after 2 clear days of meeting ready to learn expectations
  - SLT lunch detention whilst on EVAC report card
  - Parents contacted via eContact book, or by direct telephone call from on call staff, within 24 hours of J4

Where a student has failed to complete homework on time, or to an appropriate standard, the teacher will record this as a J2. In the teacher led detention the homework can be started, and handed in at the revised agreed date. Should a student need additional support, or fail to meet the revised date, the student is to attend the next faculty catch up session, by logging this on SIMS.

Should a student fail to attend a faculty catch up session, the student will need to attend the next SLT lunch detention, by logging this on SIMS.

### **Behaviour procedures – Bideford College**

Students are supported to demonstrate positive behaviours, through all activities undertaken at Bideford College. Additional support is provided through the pastoral systems and individual needs department, where specific needs have been identified. Parents will be involved in this support through report cards, pastoral support plans, individual needs plans and other reviews. Should a student fail to meet our expectations, sanctions will be applied.

*“No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn”*

#### **Behaviour expectations in lessons**

Students in classrooms at Bideford College:

Welcomed in a positive manner by member of staff, enter in silence.

Sit silently whilst the register is taken whilst completing the starter activity

Listen in silence whilst the member of staff leading the lesson speaks

Raise their hand to ask a question without calling out

Work exceptionally hard without disrupting any other student learning

At the end of the lesson students stand in silence before being dismissed in a calm and positive manner.

#### **Behaviour expectations outside of lessons.**

- ✓ Keep uniform to a high standard

- ✓ Move quickly and quietly to your next lesson
- ✓ Line up outside your next lesson quietly and orderly
- ✓ Follow instructions from staff
- ✓ Be respectful of people
- ✓ Be respectful of property
- ✓ Don't drop litter or food
- ✓ Be polite, courteous and considerate of other people at all time

**Warning** If a student fails to meet any of these simple expectations their name will be written on the whiteboard and/or spoken to by way of a formal warning and the member of staff will briefly explain to the student what expectation has not been met. The teacher must make it explicitly clear verbally to the student that a warning has been issued.

**Sanction 1 (S1)** The second time that a student fails to meet these expectations they will be sent to the behaviour support room for a period of 2 full lesson and one break or lunchtime. The member of staff who issued the S1 will call home within 24 hrs.

**Sanction 2 (S2)** If a student refuses to go to the behaviour support room or commits a more serious offence it is escalated to a S2. This will be for 5 full periods until 4pm, this may run into the following day. The member of staff who issued the S2 will call home and meet with the student for a restorative conversation within 24 hours.

**If a student fails to meet the expectations in the behaviour support room.** A senior member of staff will be called and if necessary the parent/carer will be contacted to collect their son/daughter. The student will be externally excluded for one day.

### **After-School Detention (ASD)**

An After-School Detention (ASD) will be set for a number of issues including lateness to college, being in an out of bounds area or lack of equipment.

### **Off Site Centre (OSC)**

Students whose behaviour is extreme, continuous or malicious will be referred to the Off-Site Centre. The expected length of referral and timings of the sessions at the OSC will be agreed in advance with the relevant member of ALT, HoH and OSC manager. OSC staff will liaise with teachers on the main College site to ensure that work is received for pupils to complete whilst at OSC, maintaining their progress in relation to their peers.

Students returning from the OSC will monitored, through a student tracker, following a reintegration meeting, with a member of ALT and HoH. Additional support may be offered through the Student Support Centre during this process.

## **Behaviour procedures - Egloskerry School**

### **1.Rewards and sanctions**

We praise and reward children for good behaviour in a variety of ways:

- staff congratulate children verbally
- staff give children 'DoJos' with termly rewards and celebration
- lunchtime staff reward positive behaviours at lunchtimes
- staff nominate children for 'Principal's Award' certificates, given out at the weekly praise assembly

The school employs a number of sanctions (consequences) to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and proportionately to each individual situation. Examples include but are not limited to:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or spend part of their playtime completing it.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The school does not tolerate children threatening or hurting others. If a child threatens or hurts another pupil, the class teacher records the incident and the pupils is sent to the Principal.
- If a child is sent to the Principal more than once in any one half term the Principal informs the parents and discusses strategies to improve behaviour. If the behaviour continues the Principal meets the parents to discuss the issue further.
- Depending upon the severity of the incident/s, in some cases the sanction could result in an 'exclusion' (this may include 'internal' exclusion e.g. within Egloskerry or at the Multi Academy Trust Off Site Centre, or an 'external' exclusion e.g. not at school).

## **2. Role of the staff**

It is the responsibility of the class teacher to ensure that the school expectations are adhered to in their class, playground and hall, and that their class behaves in a responsible manner during lesson time.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner as agreed:

- verbal warning
- if action repeated – 5 mins of play missed
- if action repeated – 10 minutes of play missed

However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.

The lunchtime supervisors uphold the school behaviour policy whilst the children are in their care, reporting all concerns and incidents to the class teacher.

## **Behaviour Procedures - Launceston College**

At Launceston College, we have a simple and clear behaviour procedure, which promotes effective behaviour for learning. Classroom teachers need to share their expectations for positive behaviours at the start of each year, and as appropriate during

the College year. Students are supported to demonstrate positive behaviours, through all activities undertaken at Launceston College.

Additional support is provided through the pastoral systems and individual needs department, where specific needs have been identified. Parents will be involved in this support through report cards, pastoral support plans, individual need plans and other reviews.

The most important strategy for behaviour is praise; staff are encouraged and expected to communicate positively with students, to use the formal praise rewards systems regularly and to take every opportunity to reward students meaningfully for their successes and progress.

Should a student fail to meet College expectations, sanctions are applied, as below:

### **Sanctions**

Sanction 1 – first minor offence, teacher will set a 5 minute meeting, in the student's time, to explain and reinforce expectations

Sanction 2 – a student has not responded to the first sanction and so is parked in another classroom and a faculty detention set

Sanction 3 – major offence or refusal to be parked, on call requested. The on-call teacher will determine the next steps and decide whether sanction 3 is required; a sanction 3 will result in time in IER, to include at least one break.

**After-School Detention** - An After School Detention (ASD) will be set for persistent or extreme poor behaviour, including repeated failure to complete homework, or bring the correct equipment to class. Failing to attend an ASD will automatically lead to a full day in the Internal Exclusion Room (IER), and the ASD being reset.

**Internal Exclusion Room (IER)** - Time in IER is to help students calm down and to adjust to the expectations we have for everyone's behaviour. Misbehaviour in IER will automatically lead to a full day in the Internal Exclusion Room (IER). Students will spend time in IER for the following behaviours; this list is not exclusive:

- Being caught smoking, with smokers or in possession of smoking equipment (including e-cigarettes), or being in possession of alcohol.
- Verbal or physical abuse to a member of staff or student
- Truancy from College
- Intentional damage or theft of College property IER will be administered by the IER manager.

Students are placed in IER by "on-call" staff, HOF, HoH or ALT. A letter is then sent home to inform parents of the time spent and the incident that caused this to happen. Occasionally, if IER is at capacity, students will complete their whole day IER sanction at the Off Site Centre or other location. This can only be sanctioned by a member of ALT.

**Off Site Centre (OSC)** - Students whose behaviour is extreme, continuous or malicious will be referred to the Off Site Centre. The expected length of referral and timings of the sessions at the OSC will be agreed in advance with the relevant member of ALT, HoH and OSC manager. OSC staff will liaise with teachers on the main College site to ensure that work is received for pupils to complete whilst at OSC, maintaining their progress in relation to their peers. Students returning from the OSC will be monitored, through a report card, following a reintegration meeting, usually with a member of ALT and HoH.

Additional support may be offered through the Student Support Centre during this process.