



# Secondary Behaviour for Learning Policy

Updated November 2017

Approved by HLC Governing Body: **September 2018**  
Previous Review: **November 2018 (as a campus policy)**  
Next Review due: **September 2019**

## **Our Vision for our students at HADLEY LEARNING COMMUNITY**

Hadley Learning Community is determined to deliver an outstanding, innovative education where every child is respected as an individual. Through a 'can do' culture of success we set the highest expectations for all our students with drive and determination for each individual to be the very best they can be.

We are a truly inclusive school that passionately cares about every child so that they are safe, happy, confident, inspired to learn and achieve academically.

Hadley Learning Community values the wealth of skills and experiences in our local community and is committed to building strong partnerships to help support, sustain and develop that community.

We prepare students to make the right choices in life by ensuring they are equipped with resilience, independence and ambition to guide them towards a rewarding and successful future within their local community, modern Britain and the wider world.

## Behaviour for Learning

At HLC, learning is at the heart of our organisation. It is therefore crucial that we create the right ethos and relationships to ensure that both students and staff can learn and enjoy learning.

As teachers at HLC we ensure that we promote positive behaviour within the classroom and around the campus. We recognise that the key to creating this positive ethos is consistency in our approach to students and in delivering high quality lessons.

The main aim of this policy is to promote excellent behaviour throughout the school community to provide an environment conducive to effective teaching and learning. The policy sets out to:

- Clearly define expectations, with regard to behaviour for learning, to staff, students and parents/carers.
- Recognise that praise plays a very significant part in improving behaviour for learning.
- Define a clear rewards system.
- Present a series of consequences and sanctions which follow if students display unacceptable behaviour.
- Provide a clear system for monitoring and tracking Behaviour for Learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions.
- Defines clearly our dress and uniform code.

**We expect staff at HLC to plan and deliver lessons that:**

- Are warm and welcoming with a prompt start.
- Have clear and high expectations of all students.
- Have good/appropriate pace and challenge.
- Are well planned and appropriate to the ability range of the class/group.
- Engage and involve students in their learning.
- Have a variety of teaching and learning styles.
- Have regular formative and summative assessment to inform future planning.
- Provide a safe and secure learning environment.

**As students at HLC we expect you to:**

- Be on time, ready and eager to learn.
- Have a positive attitude to learning.
- Want to try new things and have a thirst for learning.
- Demonstrate a resilience in your learning.
- Work co-operatively with others.
- Allow others to learn and be involved in your own learning.
- Have the right equipment with you for lessons.
- Make good choices.
- Show mutual respect to staff and students.
- Reflect on your own learning experiences.
- Always try to improve your work.
- Aim to do the very best you can.
- Respect yourself and your environment.
- Remember others are there to help you.
- Recognise that HLC is part of the wider community.
- Behave in a way that keeps yourselves and others safe.
- 

**Parents are expected to:**

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

# Rewards and Recognition Protocol

**Our philosophy involves students being rewarded whenever possible.**

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books, work or assessments and around the school.
- All staff are familiar with the rewards policy and apply it fairly and consistently.

## **Secondary Rewards**

Students can be issued with positive logs for a whole range of behaviours. Staff will stamp a square in the rewards booklet and these can either be 'cashed in' for relatively small rewards at the rewards booth or can be saved up and redeemed for larger prizes such as vouchers and money off school trips. There is no upper limit to the number of rewards that can be awarded in each lesson but we encourage a minimum of three.

The rewards booth is run and maintained on a daily basis by our prefect team and representatives from project Hadley under the guidance of the teacher with specific responsibility for rewards.

## **Key Stage 3 and Key Stage 4**

Students are awarded positive logs for the following: -

- ✓ Outstanding work in a lesson.
- ✓ Outstanding effort in a lesson.
- ✓ Outstanding contribution to learning in a lesson (leading discussion, teaching another pupil a new skill, demonstrating, giving a presentation).
- ✓ Outstanding support of/or contribution to an extra-curricular activity.
- ✓ Active Citizenship (helping resolve bullying, helping another pupil, showing initiative, helping visitors, demonstrating good manners etc.).
- ✓ Outstanding contribution to the school environment.
- ✓ Representing HLC outside the school (teams, challenges, working with the media etc.).
- ✓ Outstanding behaviour in lessons.
- ✓ Students who consistently do well in lessons.
- ✓ Outstanding homework task.

## **How do we monitor Positive Logs?**

Form Tutors count and forward the number of positive logs per students so that they can be entered into our MIS in order for us to maintain a count per student, per tutor group, per year group and per House which are used at the end of terms to reward overall winners.

The names of students who have been awarded an agreed number of positive logs are

entered into a termly Bonus Draw, drawn randomly at the last assembly of each term. The more logs the student has, the more chance they have of winning a prize.

### **“Thank You Friday”**

Every Friday morning, each department is invited to nominate one student per year group for “Thank You Friday” in recognition of consistently meeting HLC expectations and their ongoing conduct in that department. All nominated students receive a postcard from a Deputy Headteacher and one from each year group overall is selected to receive a weekly reward card and letter home to thank them for their commitment to their own education.

Departments have full autonomy regarding who they nominate but nominations are encouraged for those students who may not otherwise receive positive recognition. This may be because they are quieter, less confident students but those who display the following qualities in particular:

- ✓ Excellent attendance.
- ✓ Excellent punctuality to lessons.
- ✓ Always having the correct kit.
- ✓ Always having the correct equipment.
- ✓ Always giving of their best.
- ✓ Showing resilience in order to overcome barriers to their learning.
- ✓ Consistently working with a smile on their face.

### **Subject Commendation Postcards**

At any stage during the year a subject teacher can award a Subject Commendation Postcard. These can be issued for any of the following:

1. Consistently good work, e.g. throughout a topic or half term period.
2. Good behaviour within the classroom.
3. Being consistently helpful and supportive within the lesson.
4. An outstanding piece of work.
5. Outstanding effort and commitment.
6. Regular attendance and positive participation in subject-specific clubs.
7. Outstanding progress.

### **Presentation Evening**

There is an annual Presentation Evening, held in the Autumn Term, to celebrate the achievement and progress of students during the previous academic year. This involves students from Y6 – Y11.

### **Sports Awards Evening**

There is also an annual Sports Awards Evening where effort and achievement within Physical Education and Sport are both recognised through a number of categories.

# Supporting our Students at HLC

There are a number of key staff who support our students on a day to day basis.

**Form Tutor:** In the Secondary Phase all students are placed in a tutor group. Each group has a tutor who will be the first point of contact for that group. In order to achieve the best possible outcomes for our students, the form tutor may change at certain times as a cohort moves through our school. This will include a specialist transition team of tutors in Year 7 and subject-specific tutors in Years 9, 10 and 11 who add an academic strength to compliment the pastoral nature of the role.

**Learning Support Assistants:** Our Learning Support Assistants support students in both phases in individual and group work.

**Student Support Managers (SSMs):** We have five SSMs who are allocated to particular groups of students and who can be the first point of contact for parents as well as the Class Teacher or Form Tutor.

Mrs Turner	(KS3 – Years 7 and 8)
Mrs Grant	(KS4 – sharing Year 9 and rotating between Year 10 and 11)
Mrs Bowen	(KS4 – sharing Year 9 and rotating between Year 10 and 11)

The SSMs play a very important role in the support and guidance of our students. They have a very good understanding of students in their care and monitor key aspects of student life mainly in these areas:

- Monitoring the attainment and progress of students.
- Behaviour.
- Attendance and punctuality.
- Uniform.
- Supporting young people who require additional support at HLC.
- Communicating with home.
- Working with external agencies who are involved with their students.
- Attending planning meetings.
- Ensuring students are gaining rewards.

In addition, the SSMs are supported in their work by staff from our Learning Support Base whose skill-set and specialisms compliment the support our students and their families have available to them.

## **Police Community Support Officer (PCSO)**

A PCSO is based on the school site to support with any issues, which may arise in school and our community. They offer incentives for children behaving appropriately but

also can offer support in tackling anti-social behaviour and criminal activities.

### **Heads of Phases (Primary and Secondary), Deputy Headteachers, Assistant Headteachers and Principal.**

All of the Leadership Team are involved with our students on a day-to-day basis and have overall responsibility for the support and guidance of our students.

Many of us in the Leadership Team are mentors to individual students who require further support.

We endeavour to have a member of our SLT available at all times to meet with parents should the need arise.

### **Resolving Issues and Concerns**

HLC does have the power to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Any bad behaviour is when the child is:

- Taking part in any school organised activity.
- Travelling to and from school wearing school uniform.
- In some way identified as a student at HLC.

Also, we will deal with any misbehaviour at any time that:

- Could have repercussions to the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

In **Secondary**, if there is an issue with a student either in class or around the campus, then we use a “consequences” system.

### **Consequences of Poor Behaviour in Lessons**

In all instances of poor behaviour all staff are trained to reinforce the simple principles of diffuse, warn, sanction, remove. The consequences system reinforces and supports staff in this system.

#### **C1 System**

If a student breaks the “Code for Learning” they receive a verbal warning from the member of staff. Each warning is made clear to the student, together with a reminder of the expectations of the Behaviour for Learning Code.

Following two clear warnings a C1 is placed on the MIS system. This is used as a deterrent but also a method of tracking low level behaviours in classrooms.

Hopefully the situation is now resolved by the student modifying their behaviour in line with the Code for Learning, apologising, stopping the poor behaviour and redressing the situation.

If the student fails to respond to these two clear verbal warnings, on the **third** Warning a **C2** is triggered.

### **C2 System (30 minutes' detention)**

If a student is warned a third time, he/she is given a **C2**.

This requires an electronic entry in the MIS and the student is verbally informed. The detention will be held after school the following school day; the student will be verbally notified by staff and a text message will be sent home to inform parents/carers. C2 detentions will be held from 14:50 until 15:20.

Supply Teachers can only issue a **C2** if the relevant Subject Leader or SSM agrees.

A **C2** is automatically issued for a range of incidents that may include, but are not restricted to racism, bullying, rudeness, not completing homework, insufficient work, tardiness to lessons, walking out of a classroom, lack of respect and failure to comply with school rules. (This list provides an example and is not exhaustive).

Students should be given 24 hours' notice of a detention. All notification of detentions will be achieved through the text messaging system. Form Tutors and classroom teachers will remind students of their detention on the day they are required to complete it but we also place responsibility for informing parents upon the students themselves who can also view the daily list.

If the student's behaviour fails to improve after a **C2** has been issued, the student is removed to the Subject Leader.

If there is no subsequent improvement, First Response is called for. At this stage a student's parents may be contacted by the SSM or the member of Staff on First Response who also makes an electronic entry on the school system.

After a student has received three **C2s** within a curriculum area in any half term, the curriculum team contacts parents and the student's behaviour is closely monitored.

At this stage the SLT and the appropriate SSM should be informed.

The date of parental contact must be logged electronically by the Subject Leader.

At this stage Subject Leader may wish to initiate a dialogue with the Subject Teacher on how the behaviour exhibited by the student can be ameliorated.

Lesson plans may need change to provide alternative learning and teaching methodologies that may result in an improved learning engagement in the classroom.

If a student modifies their behaviour in the curriculum area they are given an opportunity to continue without further interventions.

If the student does not respond positively, parents will be invited into school by the Subject Leader.

### **C3 System (1 hour detention)**

If a student receives two or more **C2s** in one day, the original 30 minute **C2** detention is escalated to a **C3** detention; parents are informed and a **C3** is issued for the following day. The **C3** detention is for 1 hour and is held after school from 14:50 until 15:50. Parents are informed through the text message system and students are informed verbally by the member of staff who issues the detention. The student will be reminded by their Form Tutor on the morning of the detention or can check the list on the student entrance.

Students can also incur a **C3** detention through repeated negative behaviours. A **C3** detention can be issued by a Subject Leader, SSM or a member of SLT and must be recorded on the MIS.

### **C4 system linked to the Intervention Unit (IU).**

Our **C4** system offers a variety of higher level sanctions to support the consequence system. **C4** is directed by the Deputies and Head of Phase and the sanctions are intrinsically linked to the behaviour and previous history of the student.

Our Intervention Unit was introduced in 2013 and has been further developed in subsequent years to support the schools' determined drive to reduce fixed-term exclusion rates and persistent offenders. The level of the sanction may range from a student's short-term removal from a subject/lesson to two full days but the aim is always to address the issue swiftly and sufficiently in order for a successful resolution (for all) to be reached. The range of sanctions are supported by IU staff (SLT Rota) who ensure that not only the behavioural issue is challenged and resolved but also to provide quality curriculum linked work to ensure learning is not affected.

### **Behaviour in the School Community, when students are not in lessons:**

All staff should insist on responsible behaviour which complies with the 'Code of Learning'.

When asking students to modify their behaviour in the wider school community, all staff should do this in a clear calm way with firm voice and eye contact.

Staff should always do this in a way which is clear about expectations but does not use derogatory, aggressive or demeaning verbal or body language.

The role of:

#### **The Classroom Teacher**

##### **C1**

- Warn a student of his/her behaviour.

- Provide two clear warnings
- Then enter a C1 into the MIS system

## **C2**

- If poor behaviour continues, issue a C2 verbally to the student and electronically on the MIS
- If poor behaviour continues, send student to Head of Department.
- Inform Head of Department if a student receives 3 C2s for you within a half-term

To support the detention system, all members of staff need to escort any student they teach during the last lesson of the day to the detention. The relevant list of students on detention each night will be sent individually to classroom teachers who have those students during last lesson.

### **The Subject Leader**

- Create detention rota for homework detentions.
- Ensure that meaningful work is set in Departmental detentions.
- Contact parents if a student receives 3 C2s within a half term within your Department and inform SLT and SSM.
- Discuss lesson planning with teacher, if necessary.
- Invite parents into school if behaviour still fails to improve.

### **The Tutor**

- Check Planners, Uniform and Equipment every day.
- Check detention list and inform any students in the Form Group that they are on the list.
- Liaise with SSM if you spot a student who has received two or more C2s in a day but who has not been given a C3

### **The SSM**

- If a C2 has been issued, a student's behaviour has not improved and First Response is sent for, the SSM removes the student from the Class and contact parents. This is recorded on a student's BROMCOM log.
- Phone the parents of any student receiving 2 or more C2s in one day and issue a C3
- Escort students to departments for homework detentions.
- Through analysis of sanctions set, highlight students to SLT during Pastoral Hub meetings for further intervention.

### **Behaviour Panel**

If a student's behaviour is still causing serious concern, then parents and the student will be invited to attend a formal panel. This will determine the final actions required to ensure that the student and parents understand that we will not accept their behaviour. They will be

made aware that there are further sanctions available to the school.

The panel will consist of Head Teacher, Deputy Head with responsibility for behaviour, welfare and lead Governor or Chair of Governors. These meetings will be minuted and copies sent to parents with clear action plans.

### **Fixed term exclusions**

The school is committed to reducing fixed term exclusions. On the rare occasion that a fixed term exclusion is deemed as the most appropriate action the Head and Deputies follow Local Authority procedures.

The duration of the fixed term exclusion is at the discretion of the Head Teacher.

Following any fixed term exclusion the lead member of SLT is to conduct a return to school meeting with the student and parent. Where appropriate any link member of staff should attend and a restorative justice approach used.

Students returning from a fixed term exclusion are to be placed on a C4 report card that is to be monitored by the lead member of SLT.

### **Alternatives to Permanent Exclusion**

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Head Teacher may agree to an adapted timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.

The stages of behaviour management at this level are linked to the Local Authority **Fair Access Protocol**. Key aspects of this process are detailed below:

- Temporary Managed Move
- 6 week Managed Move
- Timed intervention and support from the LA Linden Centre and Kickstart Facilities

**We do ask parents to support our systems so that we work in partnership to ensure the very best for our students**

## **KEY ISSUES**

### **Mobile Phones**

**Secondary** students are not permitted to have a mobile phone visible on the Secondary Phase premises. Any student who is caught with a mobile phone will have it confiscated immediately, their parents will be called to collect it and they will be issued with a C3 detention. Phones must never be taken into internal or public examinations.

When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read, copy or delete messages. The phone will be confiscated and returned once parents are informed of the issues. (Links to the DFE document "Screening, Searching and Confiscation 2011)

### **e-Watches/iPods/Music Players**

Students may not use these at school; other than e-Watches for time telling purposes.

### **Dress Code for Both Phases (Please refer to page 17-18)**

- Students should be in full school uniform at all times appropriate to their phase
- No leather/denim jackets
- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer. Strongly coloured hair/shaven heads/razor markings are not permitted
- Make up/nail varnish is not permitted. In years 10/11 girls may wear a small amount of subtle make up.
- Body piercing and body decoration is not permitted.
- 1 pair of stud earrings and a watch are permissible.

### **High Caffeine Drinks**

These are not permissible in school.

### **Smoking**

Any student found in possession of cigarettes and electronic cigarettes will trigger the use of the consequence system. Any items discovered will immediately be confiscated and parents informed.

### **Offensive Weapons**

Under no circumstances are students allowed to bring any form of weapon into HLC. Students who do so face permanent exclusion.

### **Drugs/Alcohol**

Under no circumstances are students allowed to bring any form of drugs or alcohol into the building – except for prescribed medication which must handed into a the LSB staff, SSM or Qualified First Aider. Students who do so risk permanent exclusion.

### **Searching Students**

On the very rare occasion when we may need to, School Staff have the right to search students, with their consent, for any item which is banned by the school rules. HLC follows The Department of Education Guidelines 2012 on screening, searching and confiscation in schools.

Very occasionally, but when required, members of the SLT have the power to search students or their possessions, without their consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items. Searches may only be carried out by staff of

the same sex. There must always be a witness who, if at all possible, should also be of the same gender.

Senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. The member of staff concerned will decide what constitutes 'reasonable grounds'.

Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the student, for example on a school trip. The person conducting the search may not ask the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of Staff. Reasonable force may be used by the person carrying out the search but this would be a very rare event.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

### **Informing Parents and Dealing with Complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search a child. There is no legal requirement to make or keep a record of a search. HLC will inform parents or guardians where alcohol, illegal drugs or potentially harmful substances are found and ask them immediately in to school. If there are any complaints regarding searching they are dealt with through our complaints procedure which is accessible on our website.

### **Use of Reasonable Force**

All Staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. Staff trained in the use of restraint can use the techniques if required.

The use of reasonable force is a rare event at HLC and is only to be used as a last resort.

Incidents of physical restraint must:

- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

# Uniform

## Secondary Phase (for boys & girls)

Hadley Learning Community believes that the standard of how our learners present themselves is a measure of their approach to their studies. With this in mind, our uniform standards are extremely high and our learners' appearance is expected to be outstanding at all times.

### Our current expectation on uniform is listed below:

- Black blazer embroidered with HLC logo
- School tie
- White shirt/blouse
- Black trousers/skirt
- Black shoes, professional in appearance (not black trainers, pumps or shoes with logos)
- Plain black socks
- HLC school bag with logo (available from the school)

### Optional Items

- Optional black school jumper with HLC logo

### PE Kit

- Black short sleeved polo shirt embroidered with HLC logo
- Black shorts embroidered with HLC logo
- Black socks
- Trainers
- Football boots
- Shin pads
- Gum shield
- Black swimwear (Years 7 and 8)

### Optional Item

- Optional black tracksuit embroidered with HLC logo

### Dress Code for Secondary

- No leather/denim jackets
- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer and should project a traditional professional image.
- Strongly coloured hair including red is not acceptable.
- Shaven heads/razor markings are not permitted.
- Make up/nail varnish is not permitted. In years 10/11 girls may wear a small amount of subtle make up.

- Body piercing and body decoration will not be permitted.
- 1 pair of stud earrings and a watch are permissible.

**Dress Code for Muslim Girls**

In line with local agreements and national policies the following dress code may be applied:

- A black headscarf may be worn by Muslim girls.
- Specialist swimming outfit that allows full body coverage.
- We do not allow girls to wear any facial covering.

***In line with many other Telford and Wrekin Schools, all our uniform is now supplied by D Baker & Son, Outdoor Market, Wellington***

**(Further information can be found on our website)**

## **Attendance**

We expect our students to achieve 100% attendance during the academic year.

If your child is unwell and unable to attend school, then please telephone us and leave a message on our voicemail by 9.00 a.m. Following illness and a return to school please provide a note to explain the absence for the form tutor/class tutor. We employ a full-time Attendance Officer who is always available to support parents as well as an Educational Welfare Officer (EWO) to support our families. If there is a long-term medical problem, then a letter from your doctor is required.

### **Punctuality**

We expect students to be in school on time. In the **secondary** phase school starts at 8.40am by which time students should be in registration. There are assemblies at 8.40 am each day for students and it is extremely important that students attend. If, for some reason, assembly is not taking place on a particular day students will be given important information by their Tutor and also be involved in an academic, PSHE/Citizenship/Morals and Ethics programme.

If a student is late to school (after 8.40am), they are issued with a detention which is sat once each week totalling the cumulative time they have been late that week.

### **Signing in and out of school**

When the Secondary gates are locked, students are expected to use the Community Entrance where they report to our receptionist.

Students are registered by our Receptionist at Community Reception and will be required to complete the electronic registration system.

We do ask parents, where possible, to arrange routine medical and dental appointments outside school hours.

If a student needs to leave HLC for any reason, they will be issued an 'authorised absence' pass by their SSM. Students will wait in the Community Reception for parents or family members to collect them.

### **Absence from school during term-time**

We do not authorise absences from school in term time, in line with all other Telford schools and Department for Education Policy.

## **Modified Timetables**

The Head Teacher of both phases must approve the use of a modified timetable. The decision-making process will be linked specifically to the individual case.

All students on roll at the school who are subject to a modified timetable are to be made known to the EWO and LA.

Local Authority official paperwork is to be completed by SSM/Deputy Heads and must be signed by the Head Teacher and parents before being submitted to the relevant officers.