

Paulet High School	School Operating Procedure		
Document Title	Inclusion Room Protocol		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Deputy Headteacher	Review Date	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

INCLUSION CENTRE

REFERRAL to the inclusion centre during lessons

A student should only be referred when a serious breach of discipline has occurred and all normal measures have failed. If a referral is deemed necessary send a reliable student to reception to request a member of SLT (or phone reception if you have access to a phone). The member of SLT will remove the student from the lesson (or from outside the room) and request work and the reason for referral. The student will be escorted to the inclusion centre.

Follow-up

The following actions should be taken when a student is referred:

- the member of staff who has referred a student must issue a punishment for the referral. This could be a lunchtime or after school detention. Please issue a detention slip giving the top copy to the student and the green copy to the form tutor. When the detention has been completed pass the blue copy to the BSOs. This is important so the students' behaviour log can be updated
- subject leaders may wish to be involved in the process to support staff
- if the referral is considered to be serious enough to warrant further sanctions a decision will be made by the Deputy Head

Purpose of the Inclusion Centre

- To reduce numbers of fixed term exclusions
- To support other sanctions and improve Behaviour for Learning
- "time out"
- Re-integration after a long term absence

Fixed term exclusions will remain for serious offences: verbal abuse of staff, threatening behaviour towards staff, physical abuse to other students. This is to follow a procedure of referral between HOYs and IPM. TR or IPM (in the absence of the Head Teacher) are the only people to authorise any exclusions.

Opening hours and organisation

- The centre will be staffed from 8.30 a.m. to 15.50 p.m.
- Nikki Spilsbury and Nicola Mullinger run the centre in conjunction with HOYs and IPM
- There are 3 ways the inclusion centre can be used for inclusion

Paulet High School	School Operating Procedure		
Document Title	Inclusion Room Protocol		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Deputy Headteacher	Review Date	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

1. The one day inclusion – to take a student out of their lessons for the day following an incident.

HOYs to receive name of student / see student who has been referred to them because of an incident during a school day, for example, a fight. HOYs to decide whether the behaviour warrants immediate use of the inclusion centre for the following day at school. The parents would be phoned by the HOYs and said student is to register at the inclusion centre at 8.30 a.m. the next day. A standard letter will be posted home by Nikki Spilsbury or Nicola Mullinger to outline the reason for the day in the inclusion centre. Copies of letter to HOY, Form tutor and on staffroom notice board.

- Timings of the day 8.30 – 3.15 p.m. Students can be kept until 3.30 p.m. this will be down to a decision by the HOYs and be disclosed over the phone and then put in the letter.
- Break time: 10.30 – 10.45 a.m. Students will not be allowed out of the centre.
- Lunch time: 12.30 – 1 p.m. Students will be supervised.

The idea is for the student not to like their time in the centre and it act as a deterrent.

2. A planned longer stay in the inclusion centre

Reasons could include:

- Re-integration into school after a long absence (illness / school refuser)
- Issues outside school which are affecting learning / behaviour
- Repeated problems with a particular subject or member of staff – other sanctions **must** have been used first and these will be stated on the request form before the referral is agreed.
- Disruption in class or around school that may have already warranted a day or two in the inclusion centre over a period of time and improvement in behaviour has not been seen.

2. A planned longer stay in the inclusion centre -

Where the planned inclusion is linked to behaviour:

- Other sanctions must have been applied and no improvement has been seen. Parents may have been seen by SL, HOYs, report cards used, single days in the inclusion centre have made no significant improvement.
- Requests made must include evidence of other sanctions.
- The referral will be agreed / not agreed after discussions between IPM and HOYs.
- Phone call must be made by HOYs and a follow up letter sent by NS or NM outlining reasons for and length of time in the inclusion centre. Copies to HOYs, form tutor and on staffroom notice board
- Timings 9 a.m. to 3.15 p.m. or 3.30 p.m.
- Break and lunch times the same as above (10.30 - 10.45 a.m. and 12.30 - 1 p.m.)
- Students would receive support in the inclusion centre to arrange targets and prepare them for re-integration back into their regular timetable

Paulet High School	School Operating Procedure		
Document Title	Inclusion Room Protocol		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Deputy Headteacher	Review Date	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

**3. A planned longer stay in the inclusion centre -
Where the planned inclusion is not linked to behaviour:**

- These students will be placed in the inclusion centre to support their re-integration back into main stream school.
- The placement will be following discussions between IPM and HOYs.
- Phone will be made by HOYs and a follow up letter sent by NS or NM outlining reasons for and length of time in the inclusion centre.
- Timings the same as a normal school day. Reporting at 8.30 a.m. and leaving at 2.50 p.m.
- Break and lunch times the same as the rest of the school and the students can leave the inclusion centre to have these breaks.
- Students would receive support in the inclusion centre to arrange targets and prepare them for re-integration back into their regular timetable. They may require additional small group counselling etc dependent upon the nature of their needs.