

Behaviour Policy Addendum

Lesson Exit Procedure

Effective from: After February Half Term

This addendum outlines a change to the procedure for exiting students from lessons. The purpose of this change is to raise standards of behaviour, increase student responsibility, and ensure the efficient use of staffing resources while maintaining a calm and purposeful learning environment.

1. Principles

The school behaviour system remains unchanged in principle. Staff must continue to follow the established behaviour framework of:

Choice → Chance → Consequence

This process must be clearly communicated to students and **recorded on Edulink**, the school's behaviour management system.

Students should only be exited from lessons once the behaviour system has been followed appropriately and documented.

2. Lesson Exit Procedure

Where a student reaches the **Consequence stage** and removal from the lesson is necessary, the following procedure must be followed:

The member of staff will complete a **Lesson Exit Slip** which must include:

- Student name
- Reason for exit
- **Exact time of exit**

The student will be issued with the exit slip and instructed to proceed directly to the **HUB**.

Students will **self-manage their movement to the HUB** and will not normally be escorted.

The time recorded on the exit slip will be used to monitor the student's arrival time.

3. Student Expectations

Students exited from a lesson must:

- Proceed **immediately and directly to the HUB**
- Present their **exit slip on arrival**

Students will have **5 minutes** from the recorded exit time to arrive at the HUB.

Failure to arrive within this time will result in the student being **placed into Internal Suspension immediately**.

Students will be informed of this procedure via a **virtual assembly prior to implementation**.

4. Managing Exits from Lessons

To ensure the safe and effective operation of this system:

- Staff must **not exit more than one student at any one time**.
- A **minimum gap of 10 minutes** must be observed before any additional student is exited from the same lesson.

This measure supports effective corridor management and ensures that the system operates safely and consistently.

5. Corridor Support

The following support structures will remain in place:

- A **member of staff timetabled for corridor support**
- **SLT corridor presence** through regular drop-ins
- **Pastoral support** from the pastoral team

If a student **refuses to leave the classroom**, staff should request support through **Edulink**, following the current process.

Staff should not attempt to manage refusal situations alone.

Staff working on corridors will direct exited students to the HUB. Where students fail to comply with instructions, they will be **escorted to the HUB**.

6. Escalation of Sanctions

To strengthen behaviour expectations, additional sanctions will apply where students are exited repeatedly.

- **Second exit from lesson**
Student receives an **SLT detention**
- **Third exit (or more)**
Student will be placed into **Internal Suspension** either immediately on the third exit or the following day.

This ensures that patterns of disruption are addressed promptly and consistently.

7. Monitoring and Accountability

Arrival times at the HUB will be monitored using the **exit slip time stamp**. Failure to arrive within the required time will result in escalation to **Internal Suspension**.

Staff must ensure that behaviour stages and exits are **accurately recorded on Edulink** to support monitoring and consistency.

8. Rationale for the Change

This procedural change has been introduced to:

- Raise the standard of behaviour across the school
- Protect learning time within classrooms
- Promote **greater student accountability**
- Reduce the staffing demands associated with the **Learning Engagement Walk**
- Ensure a clear and consistent approach to lesson exits

The system places appropriate responsibility on students while maintaining strong support structures for staff.

Reform of the late to school detention system.

Improving attendance is one of our biggest priorities as a school. As such, our U code (students arriving after 9.15 when the registers close) number is something that we need to address. We are, therefore, changing the way in which consequences are issued for students arriving late to school.

From 01.06.2026

If a child arrives at school between 8.45 and 9.15, they will receive a same day break time detention for 10 minutes. This system is the same as it currently is.

If a child arrives after 9.15, they will receive a 20 minute detention for the next day. If this is the only detention they have received that day then it will be served at lunchtime the following day. If they have received other detentions that day it will escalate to an after school detention.

Internal Suspension: Change after Half Term

From 01.06.2026

Following a review of our Internal Suspension systems and procedures, we will be making a small adjustment to the timings of the sanction from after the half-term holiday.

From Monday, Internal Suspension will begin at 8:45am rather than 9:45am. This change has been made to ensure that students are able to travel to school using their usual school transport arrangements and arrive in line with the normal start of the school day.

Internal Suspension will now conclude at 3:10pm unless otherwise stated. In some circumstances, students may also be required to complete a Senior Leadership Detention, which would extend the sanction until 4:00pm.

As always, we remain committed to ensuring that our behaviour systems are clear, consistent, and supportive in maintaining a calm and orderly environment for all students.

Addendum to Behaviour Policy: Restrictive interventions, including the use of reasonable force

(Department for Education Guidance, April 2026)

Purpose

This addendum clarifies the school's approach to managing serious behaviour, including the use of restrictive interventions. It ensures continued compliance with current Department for Education guidance and should be read alongside the school Behaviour Policy, Safeguarding Policy, and SEND/Inclusion Policy.

Key Principles

The school remains committed to:

- Ensuring the recording and reporting of the use of force;
 - Using preventative and de-escalation strategies as a first response, applying sanctions fairly, proportionately, and consistently;
- Minimising the use of restrictive interventions;
- Safeguarding the dignity, rights, and welfare of all pupils, including those with SEND.

Relevant, identified staff will receive training in de-escalation and safe physical intervention which will be regularly refreshed. Untrained staff may act only in emergencies to prevent harm

Restrictive measures remain:

- Lawful
- Necessary
- Proportionate
- Used for the shortest time possible

Physical restraint is to prevent or stop a pupil from:

1. causing injury to themselves and others;
2. committing a criminal offence;
3. damaging property;
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Seclusion is:

- a restrictive intervention when no less restrictive option is available;
- not part of a school's routine behaviour system;
- only used in exceptional circumstances to prevent immediate and serious harm.

Where used, the pupil must be continuously supervised for a duration of time that is as short as possible. Senior leaders must be alerted immediately and parents/carers must be informed

as soon as practicable but before the end of the day. Seclusion is different to Internal Suspension (IS) or supervised isolation which is a behaviour management strategy in which a pupil is removed from their usual timetable in a planned way and provided with work and opportunity for reflection. Internal Suspension remains part of the school's graduated response to behaviour and does not constitute seclusion.

Recording and Reporting

All incidents involving physical restraint and seclusion must be:

- Recorded promptly and accurately on the school system
- Reported to senior leaders/DSL/CEO/LADO/AGB where relevant
- Shared with parents/carers

Records of restrictive interventions must include:

1. Context and triggers
2. De-escalation attempts
3. Nature and duration of intervention
4. Staff and pupils involved
5. Any injuries or distress

Following any incident pupils/staff will receive appropriate support and a restorative conversation will take place where appropriate. Senior leaders will be debriefed to ensure the incident is reviewed to inform future practice.

Monitoring and Governance

Senior leaders will:

- Monitor all incidents of restraint, seclusion, and suspension
- Analyse patterns and trends
- Report to Governors/Trustees in their termly report
- Act to reduce the need for restrictive interventions over time

The Governing Body will:

- Provide oversight
- Ensure compliance with statutory guidance

This addendum will be incorporated into the review of the school's Behaviour Policy by the review date below.

Approval

Approved by: Vanessa McManus

Date: 16/04/2026

Review date: 01/09/2026