



Standard Operating Procedures

Focus: Exits

Aims: To ensure that misbehaviour does not disrupt the learning environment

That these procedures are consistently applied across the school

Procedures:

An exit should be seen as a **last resort** and should be **used when misbehaviour prevents the lesson from continuing**. In this **event an exit should not be used as a sanction**. It is a strategy to enable a lesson to proceed.

- If the student is seriously disrupting learning then the member of staff should calmly and quietly warn the student that if they do not stop they will be exited from the lesson.
- If the student continues to seriously disrupt learning then the member of staff should calmly and quietly exit the student from the lesson. The student's belongings must remain in the classroom for collection upon their return to the lesson.
- In this event the student should be sent to another teaching group that has been identified in a Faculty Plan. The student may have a completed exit slip and should be equipped with suitable work.
- A student **should not** be exited to a Supply, Trainee, Newly Qualified Teacher or a Year Manager.
- A student should return to the original member of staff at the end of the lesson in order to discuss the student's behaviour and set expectations for the next lesson.
- In the event of a student exit the classroom teacher should:
 - Record the reasons for the exit on the student's 'Behaviour Entry' file
 - Record the names of other students involved ensuring the confidential box has been ticked.
- If a student refuses to be exited then staff should, in the first instance, refer to the Faculty Call Out System before a student is sent to the School Office for further assistance.



- A member of staff receiving an exited student should avoid confronting the student. This should be used as a cooling off period and the student may simply be asked to sit quietly in the classroom.
- If this student continues to seriously disrupt learning then a student should be sent to the school office so that a member of staff on the call-out rota can be alerted.

Strategies

If a student's behaviour persistently **causes concern over a series of lessons** the following strategies could be used:

- Contact parents and share strategies
- Referral to Head of Faculty
- Head of Faculty speaks to student positively
- Faculty sets up a behaviour management plan
- Referral to the appropriate Year Manager
- Referral to The Behaviour Management Team via the HOF
- Removal to another group for a set period
- Praise when behaviour improves
- Refer to student's Individual Management Plan/Pupil Support Plan if they have one, for guidance and/or Key Worker
- Liaise with PLG / Year Manager/Key Worker to share information
- Encourage other students to support the student
- Discuss problem with other colleagues
- Record events/rewards/sanctions/targets
- Contact parents etc if improvement shown
- Faculty detention
- Get help / advice from experienced colleagues
- Record concern on 'Behaviour Entry'
- Faculty contracts
- Use of sanctions.

Monitoring:

SLMT

Review 2020