



ST PAUL'S ACADEMY

Seclusion Management Protocols

Prepared by: SPA Inclusion Team

To be reviewed on: February 2023

Pre Seclusion

1. The Seclusion Unit will operate on the following timetable:
 - AM Form Time – Closed
 - Period 1 – Open
 - Period 2 – Open
 - Period 3 – Open [Students to be brought to lunch at 1130am and brought to the Large Meeting Room after]
 - Lunch Period – Open – Large Meeting Room [Students to be brought back to the Seclusion Room before the end of the lunch period]
 - Period 4 – Open
 - Period 5* – Open
 - PM Form Time – Closed

**Students will return to PM Form Time at the end of Period 5 or Period 4 on a Wednesday*

2. The Academy's Seclusion Unit is the highest level of sanction within the Academy and its use must reflect this. Every Seclusion referral **must**:
 - Meet the criteria of the *Exclusion Policy* which can be found in the Staff Shared Area under All Departments>Academy Policies>Behaviour Management;
 - Be recorded on Behaviour Watch as soon as possible after the incident by a member of staff closely connected with what happened – **this has to be done before a student is taken to Seclusion; it is not acceptable to expect the Seclusion supervising staff to complete Behaviour Watch;**
 - A Seclusion Referral can only be authorised by the Principal, Vice Principal, Behaviour Lead, Inclusion Co-Ordinator and Assistant Principal for Inclusion. Two of the above must be in agreement with the referral. No other staff member can authorise Seclusion.
 - Before reaching this level, staff should go through their line manager;
 - The discussion on whether a Seclusion referral is appropriate should **never take place in front of a student**. It is not professional to insist that your line manager puts a child forward for Seclusion authorisation.

Behaviour Watch

3. The "Brief Description" on the Behaviour Watch Slip should begin with "Seclusion Referral" and then be worded so it can be copied & pasted directly into the box referred to below.
4. The "Please Give a Reason for Seclusion Referral" box gets imported into the letter which Michelle Nelson will be printing off for sending home, so should be carefully written & to the point but with sufficient detail to inform the parent/carer properly and professionally.
5. **The usual tariff for a Seclusion referral is one day only.** The only exception to this is when Seclusion is being used because a Fixed Term Exclusion is felt to be inappropriate for a particular student's circumstances. Even then, the maximum tariff is 2 days.
6. **All students must have a *Turnaround Behaviour Discussion* at some point during the day.** This should be recorded as completed on the Student's *Behaviour Reflection*. This will be complete in

Seclusion and which should help inform the discussion. The appropriate RSL or HoLZ should decide who is to conduct this discussion and ensure that it happens. It should be led by an RSL, a member of the Senior Leadership Team or the Inclusion Coordinator. It is not appropriate for a Learning Mentor to be asked to do this, though they may well be involved in later work with the student. **When completed after the discussion, this sheet must be left in the Staff Inclusion Office.**

7. **If there is an incident involving a number of students, only 1 student from that incident can normally be placed in Seclusion on any given day**, so it may take a number of days to complete the sanctions, or Internal Exclusion with Vice Principal or Principal may be used for some students. In some circumstances this restriction can be overruled but this decision has to be made by a member of staff who can authorise Seclusion in consultation with other relevant staff.
8. **No more than 5 students at a time can be accommodated** in Seclusion.
9. A student referred to Seclusion will be escorted to the Seclusion room at the end of AM Form Time by an agreed staff member involved in the decision to seclude the student. Students can be referred to Seclusion up to 1.50pm. No student is to be referred to Seclusion during Period 5. All students in Seclusion will be escorted to their PM Form Time by a member of SLT or a RSL.
10. A student who is referred to Seclusion must be 'Seclusion Ready':
 - Already have a referral completed via a Behaviour Watch Red Slip – this is a requirement designed to streamline things for supervising staff;
 - Be accompanied by a member of staff;
 - Have had the reasons for their referral clearly explained before being brought to the room;
 - Be reasonably calm & co-operative.

These requirements apply whether a student is referred during the day or for the start of another day – students should not be directed simply to appear at Seclusion at the start of a day; arrangements **must** be made for them to report to the relevant zone and be taken across by a member of staff.

Within Seclusion – For Supervising Staff

Please consult with the Behaviour Leads, Vice Principal or Principal if the above guidelines (Points 1 - 10) have not been followed.

General Protocols

If you arrive at the Seclusion Room **after the end of** Period 4 for your supervising slot and there are no students, you are free to leave. However, please make sure you are contactable, in case there are new referrals.

Students are expected to work on English, Maths and Science only, unless a subject teacher send specific work with instructions for the student. Learning Zones have provided banks of work which are stored in the drawer of the teacher's desk. Work is organised into ability levels and is the type of activity which can be completed independently. You may need to photocopy when you

select an activity. Please do not issue a student with the master copy of a worksheet. Students will need to alternate subjects. English time can be spent reading the class novel.

If a student is not complying with the requirements of Seclusion, issue a warning and make it clear that if this continues they will be removed, this will be recorded & will probably mean a Fixed Term Exclusion. **If a student makes the working of Seclusion impossible, contact a senior member of staff immediately and record the issue by adding detail to the original Seclusion referral on Behaviour Watch.** If a FTE ensues, this should be recorded on a fresh red slip by the member of staff who deals with the student after they leave Seclusion.

There will always be other staff in the building. You can call on them for help, if necessary.

The maximum number of referrals is 5. Do not accept past this number. If you reach it, please send an email to all staff informing them that Seclusion is full.

Do not accept students who do not have a Behaviour Watch entry. If you identify any when you check this to complete the record book, you should contact a senior member of staff to remove the student and take them back to the referring zone until the referral is completed.

Do not accept students who arrive without an adult whether this is at the start of the day or after lessons have begun. If this happens, again contact a senior member of staff.

The Routine “Jobs.”

You want to get on with your work but there are a number of things which must be done, please. Most are achieved by completing the Seclusion Data Collection Book.

- Always keep the Book up to date – look back to see how it’s done.
- If you are in there period 1, check who should be brought to you by referring to red incidents on Behaviour Watch. Hopefully your colleagues will have assisted you by beginning the brief description “Seclusion Referral.”
- Whenever a student arrives, phone Vicky on 132 or Gina on 131 & inform them.
- Whenever a student arrives, send an email to all staff with the name(s); for lesson 1 staff this will mean creating a new email; for those that follow you can simply do a reply to all to the original & update it.
- Check whether student has a planner & keep it on your desk.
- All students must already be entered on B Watch – double check & tick “BW” in the Book.
- At the beginning of each lesson, fill in which subject the students are working on (Remember to alternate subjects, unless given specialist instructions from subject staff) **YOU MAY NEED TO PHOTOCOPY RESOURCES.**
- At the end of the lesson, RAG each student’s behaviour.
- If a student borrows any equipment, write it on the whiteboard & remove it when returned.

General Guidance

- Please address the students politely as you would at any other time – don’t adopt an intolerant or disrespectful tone for the role.
- Do **not** enter into conversation with students – some will try & engage you – but politely direct them to their work.
- Calmly remind students of the rules for Seclusion which are displayed in the room.

- **The first thing a student does should be to complete their section of the Behaviour Reflection.** Copies of this are available in Seclusion and an electronic version in the shared area via All Departments-Academy Policies-Behaviour Management.
- We no longer send for work from lessons as this was an unwanted interruption to learning – there is work in folders in the Seclusion Room & a variety of text books & reading books; **Learning Zones have been developing these resources. Students should be working on literacy, numeracy or Science. They should also spend a lesson reading. (see above)**
- If you have time to assist them with what they are doing, this is fine but do not let this distract you for long periods.
- A student should only be allowed to use the toilets in the new building if you decide it is an emergency situation.
- Students should be taken past the toilets **in the foyer** when escorted to lunch and given the opportunity to use them and wash their hands.