

HEADLANDS SCHOOL
SINCE 1965

Enhanced Resource Provision Policy

Written by	Associate Assistant Headteacher - ARC
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Headlands School

Enhanced Resource Provision is for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer.

This Policy details the systems which will be in operation to support students in making positive behaviour choices, in line with the law and guidance issued by the government.

This Policy should be read alongside the additional guidance issued on the school's website and the other policies including the schools:

Safeguarding and Child Protection Policy
Equality Statement
Attendance and Punctuality Policy
E-Safety and Online Policy
SEND Policy
Anti-bullying Policy
Suspension and Exclusion Guidance
Behaviour for Learning (Positive Discipline Policy)

During students' prolonged absence from school in 2019-20 and 2020-21, young people experienced significant changes to their learned routines, daily structure, social and behavioural norms. Leaders and governors remain aware that Covid-19 has the potential to impact on the mental health of students and their family members; this in turn can affect a student's behaviour.

Where appropriate, members of staff may enlist the support of counsellors or other external agencies, for example, to assess the needs of students who display continuous disruptive behaviour.

A positive, safe and purposeful culture is created in our school by establishing behavioural standards and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.

Where needed, Individual Pupil Risk Assessments will be completed in partnership with parents/carers and students. These will be reviewed at regular intervals and must be adhered to.

Headlands School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of the universal offer.

"Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too." (Creating Opportunity For All, DfE, 2018)

Objectives of this Policy

The objectives of this policy are:

- To outline the reasons why students might be offered Enhanced Resource Provision.
- To ensure that Enhanced Resource Provision is offered to suitable students.
- To provide guidance on the referral process.

Reasons

There are a variety of reasons why a student may be referred to Headlands ARC Enhanced Resource Provision. Some of these are:

- ✓ A serious behavioural event that would normally result in an extended suspension or permanent exclusion.
- ✓ Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- ✓ Students' needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- ✓ A student may not be attending regularly and is at risk of becoming NEET. An Enhanced Resource Provision may provide a greater opportunity to progress to a suitable post-16 pathways.
- ✓ An unidentified or emerging need may result in a student needing additional support in a supportive learning environment.
- ✓ Students who have a diagnosed health issue (mental health and physical) may need to be supported to access a curriculum.
- ✓ Students have been referred via the Local Authority Special Educational Needs Panel.

Responsibilities

Headlands Governing Body

Monitor and review the alternative provision on a regular basis.

Senior Leaders

Responsibility for the implementation, monitoring and evaluation of the Enhanced Resource Provision.

Report to stakeholders on the effectiveness of the provision.

Enhanced Resource Provision Lead

Where appropriate the Associate Assistant Headteacher - ARC, Lead Practitioner (SENCO) and Lead Practitioner (Quality of Education) will liaise with appropriate Senior Members of the School, in particular Assistant Head (SENCO) Assistant Head (Teaching & Learning, Curriculum), Assistant Head (Data & Timetable) and Associate Assistant Head (Community).

They will also liaise with Heads of Subject to ensure that students are accessing an appropriate curriculum and assessments. All students should have the opportunity to sit formal external examinations.

Associate Assistant Headteacher - ARC to liaise closely with the attendance and safeguarding teams and in particular the Designated Safeguarding Lead; ensuring the safeguarding of each student on a daily basis through the work of Year Leaders (ARC).

Undertake monitoring and quality assurance processes for all aspects of the Enhanced Resource provision.

With appropriate Year Leaders, be responsible for the regular review of students' social, emotional and academic progress, in conjunction with parents / guardians and other supporting agencies or professionals.

Maintain accurate records and evaluations of students' progress with regards to:

- ✓ Attendance
- ✓ Behaviour
- ✓ Academic progress

- ✓ Students' emotional well-being.

To implement appropriate alterations to the provision of a student where progress is not seen.

To support the application of Education Health Care Plans for students via the work of the Lead Practitioner ARC (SENCO).

Placements

Throughout Key Stage 3 and Key Stage 4 students may be considered for a placement in the ARC.

At Key Stage 3 these are “back on track” placements of 12 weeks. These programmes are designed to enable young people at risk of long-term failure and suspension the opportunity to reflect on their choices, learn how to handle challenging situations more positively, and thereby significantly improve their chances of success in a mainstream setting.

During Key Stage 4 (KS4) the placements are on a more permanent basis. Whilst our aim is to enable students to return to mainstream, we accept that this may only be a realistic option for KS4 learners in certain cases. Our primary concern is not to put the student's progress at risk; it is often the case that where our style of education is supporting that progress, a return to the mainstream might be detrimental. It is our aim to ensure that the provision made for the young person is absolutely in his or her best interests, and offers the best opportunity for achieving solid outcomes.

Hybrid curriculum models are always an option to explore. We will work closely with pastoral teams, teaching staff and the mainstream SEND team in order to tailor our provision taking the needs of individuals into account.

Internal Referral Process

Where an ARC Referral is believed to be in the best interest of a student, an ARC Referral Form will be submitted (Appendix 1) by the relevant Pastoral Manager via CPOMS. This will provide detailed background information on an individual and provide context for ARC staff to successfully integrate students.

ARC referrals are then reviewed on a weekly basis by the Assistant Head (SENCO), Associate Assistant Head (ARC) and Lead Practitioner ARC (SENCO).

Once an ARC Referral is agreed in principal by the above, the parent / carer and student will be invited into school to visit the ARC and discuss the ARC Referral.

During this meeting parents / carers and students will be given the opportunity to discuss the ARC Referral. They can either agree or disagree to the Referral.

The Associate Assistant Head (ARC) will write to parents / carers following this meeting to either confirm the placement and state the reasons why the Referral has been made OR confirm why the placement is not going ahead and the reasons why.

External Referral Process

External ARC Referrals will be discussed in the weekly meeting with Internal ones.

The Assistant Head (SENCO) will return the Local Authority Consultation Document and inform the Local Authority of the decision made.

Reintegration to Mainstream at Key Stage 3

For those students who are returning to mainstream, parents / carers will be invited into school in order to agree an appropriate Reintegration Plan. This Plan will be supported by the Lead Practitioner ARC (SENCO). The Plan will typically last at least 4 weeks. The Plan will be communicated to mainstream Year Leaders and Teaching Staff by the Lead Practitioner ARC (SENCO). The Lead Practitioner ARC (SENCO) will confirm the Reintegration Plan in writing to parents / carers.

Once the Reintegration Plan starts the students will be supported in mainstream by their mainstream Year Leader.

ARC Rewards

All teachers in all curriculum areas and year groups must look to recognise, praise and reward all students. Support staff will also be expected to formally praise students whenever it is appropriate to do so.

Working alongside Headlands School's Rewards Policy, in addition ARC Students will also be able to achieve the following Rewards:

- ✓ Weekly Prize Draws
- ✓ Special Events where students meet agreed criteria i.e. cinema, bowling, go-karting activities

ARC Sanctions

All members of staff must understand the importance of operating within the recognised framework for sanctions. If the system is to be successful, the following must be understood by all concerned: when a particular misdemeanour takes place an identified sanction or range of sanctions must follow. These are detailed within the whole school Behaviour for Learning (Positive Discipline Policy).

Students' individual circumstances must be considered when identifying the appropriate sanction (e.g. SEND) and reasonable adjustments made where necessary.

Once the sanction has taken place it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense.

At the centre of all that we do is the Student Planner.

All parents/carers and students must agree to abide by this Policy. It is only when we work in partnership that risks can be mitigated. Students must follow instructions from members of staff; students are expected to do as they are told - first time, every time.

Screening

The schools' statutory power to make rules on student behaviour, under Section 89 of the Education and Inspections Act 2006, and their duty as an employer to manage the safety of staff, students and visitors, under Section 3 of the Health and Safety at work Act 1974, enables the school to impose a requirement that students undergo screening.

The school retains the right to screen students by walk through or hand held metal detectors, without the consent of the students. This type of screening can be carried out by an authorised member of staff but staff must not use physical contact.

Behaviour in the ARC

Classroom Behaviour

- Verbal Reminder 1 - Students demonstrate behaviours during a lesson that are disruptive, distracting or inappropriate.
- Comment 1 - Students that continue to show behaviours that are disrupting learning would receive a Comment. Teacher records on Edulink.
- Comment 2 - Student continues to disrupt the learning of others and now given a 2nd Comment. Teacher to request SLT On-Call to discuss behaviour with student outside the classroom. Student return to classroom. Teacher records on Edulink.
- Comment 3 - student continues to disrupt the learning of others. Teacher to request SLT On-Call to now remove student. Student completes lesson in ARC Reflection Room. After-School detention issued. ARC Reflection Room Supervisor to record on Edulink.

2+ Comments in a day - ARC Leadership Team to decide next steps.

ARC Reflection Room

Space 1

The ambition is that students would only be in Space 1 for the remainder of the period they are currently in.

If a student is able to, brief discussion will take place with ARC Reflection Room Supervisor regarding behaviours and what support they identify they need to try and ensure behaviours are not repeated. If appropriate this conversation recorded in Edulink (Behaviour) or CPOMS (Safeguarding) depending on nature of conversation.

If students not in a position to discuss behaviours, students requested to work in silence at a desk on a Chromebook accessing their lesson materials via Google Classroom.

Student is successful in Space 1, return to their next lesson.

If not successful in ARC Reflection Room Supervisor to decide “Next Steps” which could be:

- a) Extended period of time in Space 1 i.e. next lesson;
- b) Remain in ARC Reflection Room during social times for that day;
- c) After School Detention in ARC Reflection Room (Year Leader or SLT);
- d) Internal Exclusion in ARC Reflection Room (must be discussed with AAHT The ARC before decision made);
- e) Fixed Term Suspension (must be discussed with AAHT The ARC & either AHT Behaviour, Snr DHT Student Character, Head of School and / or Executive Headteacher before decision made).

Space 2 - Internal Exclusion (IE)

Dedicated space within the ARC Reflection Room provision that is designated for Internal Exclusion.

Internal Exclusions are at the discretion of the school and do not qualify as legal or formal exclusions. Internal Exclusion serves as a serious sanction directly below a Fixed Term External Suspension but above minor sanctions such as a period of time spent in RTL or detention.

Internal Exclusion will be used to prevent students from engaging with the school community but without this impacting on their academic learning.

Internal Exclusions will be imposed for serious and / or persistent breaches of the Schools Positive Discipline Policy.

Examples of breaches of conduct that may result in Internal Exclusion are:

- Physical violence / Inciting physical violence;
- Bullying;
- Verbal abuse that is prejudiced (e.g. racist, homophobic or sexist) and / or foul mouthed in nature;
- Refusing and / or not meeting the expectations in RTL;
- Verbal and / or physical abuse of staff;
- Persistent truanting;
- Persistent Disruptive behaviour.

There is no statutory maximum period for Internal Exclusion. Internal Exclusion is a less serious sanction than External Suspension. In most cases a period of Internal Exclusion will last between 1 to 5 days.

Parents / carers will be informed of the duration of and reasons for an Internal Exclusion. They will be contacted by the relevant Year Leader on the day that a decision to Internally Exclude is made; and will receive a letter along outlining the reasons. Parents / carers will be invited into school for a meeting to discuss the Internal Exclusion with the relevant Year Leader following its completion.

As with Space 1, students on Internal Exclusion will be asked to hand over their mobile phone, which will be securely stored until the end of the day. Students on Internal Exclusion will not be entitled to have social time with their peers. Students on Internal Exclusion will receive their break and lunch from the school canteen which will be consumed in the Internal Exclusion area within the ARC Reflection Room. Students can bring their own packed lunch.

Students who have failed their Internal Exclusion or refuse to engage in the Internal Exclusion process may face the further sanction of External Suspension. In accordance with Government guidance, there is no right of formal appeal for Internal Exclusions. This is because they do not result in missed education or the removal of a student from school premises.

CODE OF CONDUCT

Parents/carers must ensure they inform the school of any changes to their contact details, or those of other emergency contacts. Routinely, Parents/carers should ensure the school holds details of two (wherever possible) named contacts and at least one of the named contacts must be contactable for the duration that their child is present at the school.

If, when on the school premises, a student feels unwell, or they need to be collected for another reason Parents/carers must ensure the student is collected by a named contact or by a nominated responsible adult.

Parents/carers must ensure their child is prepared for learning at the school; students must arrive punctually, correctly equipped, wearing appropriate uniform and be ready to learn.

Where parents/carers are aware that their child is in need of support e.g. for a pastoral reason, parents/carers must ensure they communicate with the appropriate member of staff in advance of their child arriving at the school, so that members of staff can appropriately support the young person.

Upon arrival at school, students will place their mobile phone and any other electrical items in their locker. Upon arrival at their classroom, students should sit at their designated desk, bags must be kept under their desk.

In addition to the above, within the classroom students should also:

- I. Arrive on time, fully equipped and ready to work for each lesson
- II. Do as they are told by members of staff - first time, every time
- III. Follow the school's procedures, including the health and safety requirements
- IV. Refrain from moving tables or chairs without permission
- V. Listen carefully when the teacher or another person is talking
- VI. Be polite and show respect for other people
- VII. Put their hand up and wait for permission to speak, this includes asking for permission to leave their seat
- VIII. Always try their best without disturbing others
- IX. Always complete their work
- X. Use their student planner to record important organisational information e.g. home-learning requests
- XI. Stand in silence at the end of the lesson until they are dismissed
- XII. Complete home-learning to the best of their ability and hand it in/submit it on time

Around the School students should:

- I. Be polite and show respect for other people
- II. Do as they are told by members of staff - first time, every time
- III. Wear their school uniform correctly at all times
- IV. Look after their school e.g. by looking after their property/putting litter in a bin/following health and safety procedures
- V. Eat and drink in the right place at the right time
- VI. Walk around the school sensibly and quietly, remembering to use the one-way system and keep to the left
- VII. Keep to their designated areas as instructed by members of staff

VIII. Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements

Non-essential movement around the school should be avoided.

When moving around the school students must abide by the school rules including observing one-way systems.

Break and Lunch times will be arranged by the school in a manner that supports the reduction of risk. All students will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

Students must use the toilet facilities designated to them and there should be no more than one person per cubicle. Students must only enter the toilet facilities if there is a free cubicle. On exiting the toilet students must wash and dry their hands thoroughly.

The health of our students is of great importance to us and we take it seriously to ensure it is everyone's responsibility for establishing 'healthy' habits and behaviours in students. Throughout their time at the school students will be involved in regular activities that promote the importance of leading a healthy and active lifestyle.

As a consequence, students should not bring the following items on school premises: energy drinks, fizzy drinks (with the exception of non-flavoured carbonated water), chocolate and sweets. Where students bring these items into school a Comment will be issued and the rationale of the healthy eating policy will be reinforced.

Students are permitted to request permission to drink still, plain water in lessons and around school from their personal drink container. Where students do not abide by this, a sanction will follow should this not be addressed quickly.

Students must leave the school premises in a calm and orderly manner abiding by the school health and safety requirements at all times.

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH) and/or;
- Adverse Childhood Experiences (ACE)
- Special Educational Needs and Disabilities (SEND)

Members of staff within the school, with the support of the Special Educational Needs and Disabilities Coordinator (SENDCO), will be mindful of students' individual needs when issuing praise or sanctions for behaviours. They will be guided by the Education, Health and Care Plans (EHCPs) for those students who are in receipt of them, or individual education plans/support plans for those with additional needs but without an EHCP.

Where a student is completing remote learning and displays behaviour that gives cause for concern, members of staff will follow the school's Safeguarding and Child Protection Policy.

The Alternative Provision Positive Discipline Policy supports the school to uphold its statutory responsibilities under the Equality Act and any form of abuse targeted towards those with protected characteristics will not be tolerated in any form.

The school does not tolerate bullying of any kind, including cyber bullying, prejudiced based and discriminatory bullying. If it is discovered that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to entirely eradicate bullying, we always do everything in our power to ensure that all children are able to attend school free from fear.

Racist incidents will not be tolerated in any form.

Child-on-child sexual violence and harassment, which includes the use of sexually abusive language either occurring offline or online is unacceptable and will not be tolerated. Inappropriate language and harmful sexualised behaviour between students will be challenged by staff. Students whose behaviour falls below expectations will be sanctioned.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The school Safeguarding & Child Protection Policy, which is underpinned by part 5 of Keeping Children Safe in Education guidance outlines our approach to investigating reports of such behaviour and highlights the support for victims and for students exhibiting sexually inappropriate and/or harmful sexual behaviour.

Students are encouraged to report any incidents that have made them feel uncomfortable, no matter how significant or otherwise the student feels the incident to be. Equally if a student observes a behaviour that they do not feel is appropriate from another person towards another member of the school community they should report this to an appropriate adult. It is through a culture of openness that we are able to ensure everyone feels safe.

THE STUDENT PLANNER

The Student Planner is an essential part of a student's equipment. The planner supports students with their effective organisation which is imperative for self-propelled learning e.g. at home. Furthermore, the Student Planner contains valuable learning aids which students may need during their lessons at school.

Each student will be issued with a new Student Planner at the start of a new academic year.

The student planner must be taken back to the form room at the end of each day ready to use again the following day.

Students are required to have their planner with them at all times.

During lessons students must place their planner on their desk, open at the correct date or on a resource page that they are using.

If a member of staff asks a student for their planner, they must hand it over immediately.

In the event of a lost planner or a planner being damaged (including graffiti) a new planner will need to be purchased from the school for £5. Should this occur, on the second occasion a student has had to purchase a new planner they will receive a School Detention.

STUDENT DRESS, EQUIPMENT AND VALUABLES

Students are required to adhere to the school's uniform policy. Details of the uniform policy can be found on the school's website and in the Student Planner.

Where a student fails to wear compliant school footwear or any item of uniform the following procedure will apply: when health and safety protocols permit the loaning of uniform, students will be loaned the item of uniform (e.g. a school jumper, a pair of school shoes), where possible. If a loan isn't possible (due to health and safety protocols or the item not being available to loan), or if the student refuses to wear the item/s being loaned, the student will serve a period of on call and the parent/carer will be contacted to discuss how to remedy this.

Students must abide by the school rules in respect of uniform, jewellery, make-up and hair styles:

Jewellery: students are allowed to wear a watch, and one earring per earlobe - small stud only. Students are not permitted to wear necklaces and bracelets/bands (other than for faith reasons), however, students are allowed to wear one charity band. Students are also not permitted to wear facial/body piercings.

Excessive make-up is unnecessary and should not be worn. Appropriate make-up is allowed and is defined as: foundation (appropriate to the student's skin tone), black or brown mascara which should be worn discretely, a small amount of neutral eye shadow if required. No eyeliner, blusher or bronzer is to be worn. Fake eyelashes are also not to be worn and nails must be of an appropriate length. Nails should be natural in colour: coloured nail varnish and/or false nails are not permitted.

Hairstyles should not reflect the extremes of 'youth culture', for example shaved lines and patterns on the side of the head; patterns must not be cut into the hair. Hair colouring must be subtle and in natural colours - no pinks, reds, blues, two tone colour patterns or dip dye.

Hair accessories must be appropriate in size and colour for sensible and safe working. Hair scrunches/bobbles must not be worn on a student's wrist. Hair clips must not be attached to blazers/jumpers/shirts/ties.

When engaged in Physical Education students are required to change into their school PE kit. Students must comply with health and safety protocols when changing. The correct PE kit must be brought to every PE lesson. If a student is excused from a PE lesson they are still required to bring their PE kit in order to participate in lessons, for example as an umpire.

If a student has an injury or illness that is severe enough to warrant the student taking no part in the lesson whatsoever, or if the student is physically unable to get changed into their PE kit, a note from the doctor or hospital is required and should be shown to the student's PE teacher before the start of the lesson.

Students should not leave money or valuables unattended at any time. If a student needs to bring large amounts of money or expensive items into the school, these must be taken to student services as soon as they enter the school so that these items can be locked in the safe. Students should not bring items such as iPods, hand-held computers, laser pens etc. into the school.

Mobile phones are brought into the school at a student's own risk and must be hand into a member of staff at the start of each day. This is a non-negotiable and forms part of a student's morning routine.

Headlands School strongly believes that the unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe and harmonious culture of our academies. As a consequence:

STUDENTS' CONDUCT OUTSIDE THE SCHOOL GATES

Members of staff have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable" in response to noncriminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes for misbehaviour when students are:

- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Where such behaviour occurs students will be sanctioned in line with this policy and associated documentation.

Return to Mainstream Procedure

Student has been cleared to return to mainstream. Agreement has been reached with the ARC and mainstream SLT. The following steps will be followed in order to ensure the return is planned and successful.

1. Meeting arranged with ARC Year Leader, and parents to discuss the return to mainstream. It will be made clear at this meeting that the student remains at risk of permanent exclusion. A weekly plan will be agreed at this meeting. The plan will include:
 - a. Details of the lessons the student will be returning to on a weekly basis;
 - b. The plan will increase the mainstream exposure week by week;
 - c. The final part of the plan will include entry into a tutor group agreed with the mainstream Year Leader.
2. Letter sent to parent to record discussion and reiterate student remains at risk of Permanent Exclusion (Appendix 13).
3. Weekly plan uploaded onto CPOMS with a summary of the meeting.
4. Discussion arranged with mainstream Year Leader to explore:
 - a. Appropriate groupings;
 - b. Students to avoid;
 - c. Teaching staff where issues have arisen in the past.
5. Plan shared with Senior Data Officer in order to create a timetable.
6. Return date agreed once the timetable is prepared. Shared with mainstream Year Leader for group checking.
7. Profile of Need meeting (to involve student) student to identify the support required from staff in mainstream to make the return positive and successful.
8. Profile of Need produced in Headlands ARC Profile of Need tracking document.
9. Profile of Need and timetable shared with appropriate staff and uploaded onto CPOMS before return date.
10. Progress throughout return recorded on CPOMS - upload weekly timetable changes.
11. ARC Year Leader to monitor progress in mainstream lessons through EDULINK.
12. On completion of the weekly plan a letter will be sent to parents to congratulate the student on their successful return to mainstream and full time exit from the ARC.

Role of Reflection Room Staff

To support students removed from lessons through the ARC behaviour system in order to:

- Regulate and return students in a positive manner back into active learning in the classroom when ready;
- To support regulation tasks within the reset space and build positive relationships with students.
- To facilitate to the timely return to ARC lessons communicating with Senior Leaders, Teaching Staff and Year Leaders and Reflection Room Staff.

Reset Room

Student arrives at the Reset Room having clearly received appropriate warnings and comments and is supported by an appropriate member of staff:

Clear information passed to Reflection Coordinator detailing the reason for attending the Reset Room. Language in discussion will be formed in such a way to enable regulation to begin and not trigger further dysregulation.

Reflection Room Coordinators will settle student with a repair task. The aim is to return students to lessons in a timely and positive way in order to experience further success in their learning.

Details of arrival logged:

- Email sent home;
- Comment 3 - Departmental Remove - Recorded on EDULINK;
- Details logged in the Reset Room Log Sheet,

Reflection Room Coordinator to work with the student when ready and appropriate to provide opportunities to regulate.

Restorative Form completed.

Folder created for individual students attending the Reset / Reflection Room and kept safely in filing cabinet.

Work available in the following places:

- GOOGLE CLASSROOM
- Reflection Room Coordinators folder in the Headlands ARC Google Drive, includes:
 - Maths
 - Independent Learning Tasks
 - English (TBA)
 - Science (TBA)
 - APEX (TBA)

Work completed including restorative form kept in the folder.

When appropriate - Reflection Room Coordinator facilitates return to ARC lessons.

Reflection Room

Students will be placed in the reflection space as a result of a serious breach of the ARC's behaviour system - this will be a decision made by a member of the ARC SLT. This information will be recorded clearly in the REFLECTION LOGGING SHEET and give details of:

- The student required
- Date and time required in the reflection space
- Reason for student being placed in to Reflection

Reflection Room Coordinator will:

- Send out email to parent to confirm placement in the reflection space
- Ensure that appropriate work is completed
- Complete restorative

Reflection Coordinators will manage students in reflection using their professional judgment and engage them in activities appropriate for the individuals, these may include:

- Repair task
- Restorative task
- Lesson activities set by teaching staff on GOOGLE CLASSROOM
- Reflection room activities (Maths, English, Science)
- Independent learning tasks
- APEX tasks

Independent Learning Tasks

Activities which offer focused restorative work in an extended book allowing students to complete guided tasks in order to develop understanding of a range of topics in order to facilitate a successful return to lessons. These tasks offer students the opportunity to explore themes with adult support to develop empathy and emotional intelligence and promote positive behaviour and conflict resolution. These tasks may typically require 2 - 4 hours to complete and as a result may also take the form of a positive intervention task involving Reflection Room Coordinators at an appropriate time in order to complete the activities.

- 1 - School Values
- 2 - Attendance and Truancy
- 3 - Drug Education
- 4 - Racism, Equality and Slavery
- 5 - Violent Behaviour and Fighting in School
- 6 - Disrespectful Behaviour Towards Staff
- 7 - Homophobic Discrimination
- 8 - Bullying and Cyber Bullying
- 9 - Smoking and Vaping
- 10 - The Importance of School Uniform
- 11 - Attending Detentions
- 12 - Bringing the School in to Disrepute
- 14 - Vandalism in School
- 15 - Theft in Schools
- 16 - Inappropriate Language in Schools
- 17 - Prohibited Items
- 18 - Refusal to Follow Instructions
- 19 - Fundamental British Values

20 - Community Time Behaviour

21 - Unkind Behaviour

APEX Tasks

Achieving Personal Excellence - Students will be supported to complete units of work which would provide evidence towards their APEX qualification through the ARC.



Headlands Arc Referral



Young Person's Details			
Name		Parent/carer	
Address		DOB	
		Age	
		NC Year	
Male/Female		Ethnic Origin	
UPN Number		First Language	
Agency involvement? Please give details			

This referral has been discussed and agreed with parents.	YES / NO
There is a PSP in place.	YES / NO
The PSP has been reviewed at least once.	YES / NO
Student Questionnaire completed	YES / NO
PASS Test completed	YES / NO
English Baseline completed	YES / NO
Maths Baseline completed	YES / NO

All information recorded in this form will be treated in the strictest confidence

Young Person's Background:
Please give us as much useful information as possible that will help us when working with this young person. This would include contextual information including family dynamics.



Headlands Arc Referral



School history - please provide details of the schools the young person has attended.			
Primary school(s) attended:			
SAT Results -	Maths:	Reading:	Average:
Secondary school(s) attended:			
Current levels	Maths:	English:	Science:
Attendance (this academic year)		Attendance (previous academic year)	

Concerning Behaviours - tick all that apply			
Off Task		Peer Abuse	
Lateness to school / lessons		Verbal abuse - staff	
Disruptive		Discriminatory Behaviour	
Defiant		Sexualised language	
Swearing		Truancy / Absconding	
Equipment Damage		Physical Abuse - Students	
Rudeness to staff		Physical Abuse - Staff	

Where is the behaviour occurring?	
Classroom	
Corridor / School Site	
Home	
Community	

Areas of Concern / Need	
Fixed Term Suspension	
Disaffection / None attendance	
Rapidly Deteriorating Behaviour	
Social Emotional Mental Health	
Drug / Alcohol Abuse	
Suicide / Self Harm	
Violence	
Relationships	
Other	

If you have ticked one of the above, please use this space to provide further information.	



Headlands Arc Referral



Any other information you feel is important for us to consider. (Please attach any reports relevant to this application).	
Background Details	
Does the young person have any special learning needs? E.g. Dyslexia, large print, basic skills need.	
Does the young person have a criminal record or are they subject to any orders? If yes, please provide details below.	
Does the young person have any involvement with any agencies? E.g. social services, Youth Offending Team, CAMHS etc. If so, please provide details.	
Does the young person have any medical conditions?	
Signed	Date

For ARC Use Only:

Referral accepted - Yes / No




Date: _____

Proposed Start Date: _____

Headlands Arc Referral - Student Questionnaire



Name:	Date:
-------	-------

I <u>always</u> struggle to do this...	Sometimes I struggle to do this...	I <u>never</u> struggle with this...
		

1. Concentration			
a) I can listen to the teacher without daydreaming or getting put-off by someone else			
b) I follow simple instructions first time without needing reminders			
c) I can follow longer instructions without getting confused			
d) I can focus on a task for 20mins without daydreaming or getting put-off by someone else			
e) I can stay interested in a conversation when it's not about a topic I am really interested in			
2. Organisational Skills			
a) I arrive on time to lessons, feeling awake and in a good mood			
b) I remember to bring a pen, pencil and ruler to lessons			
c) I can remember a list of instructions or things to bring to school			
d) I complete my work in time			
e) I complete homework and hand it in on time			



3. Emotional Literacy			
a) I realise I'm not feeling OK before it's too late			
b) I can calm myself when I'm hyper or angry			
c) I can tell when someone is not feeling OK and avoid upsetting them even more			
d) I can ignore other students who are trying to wind me up			
e) If I'm not feeling OK, I can look on the bright side			
4. Interactions with Peers			
a) I can avoid joining in with messing around			
b) I let other students, especially my friends, get on with their work			
c) I have friends who help me and don't get me into trouble			
d) I save chatting and having a laugh with friends for break and lunch times			
e) I only make friendly jokes, it doesn't go too far			
5. Interactions with Adults			
a) I show respect to <u>all</u> teachers as the leaders of our school			
b) I put my hand up and wait when I need help, I don't shout for their attention			
c) I often talk with teachers about my interests, my weekend etc.			
d) I don't answer back or storm off if teachers have to tell me off			
e) I don't swear or make rude comments to teachers			



Headlands ARC Referral – Staff Questionnaire



The student named below has been referred to The Headlands Arc. Please complete the questionnaire below and return to Mr Abbotts pigeon hole by _____ . Thank you

Name of student:
Form completed by:
Date:

	<i>Major Concerns - Rarely or never fulfils this...</i>	
	<i>Some Concerns - More often than not fulfils this...</i>	
<i>No Concerns – usually fulfils this...</i>		
	Green	Amber
		Red

1. Concentration			
a) Pays attention to a group speaker or other presentation for over 5mins			
b) Listens to a simple instruction and follows it without need for prompting			
c) Remembers two to three part instructions			
d) Concentrates on a task for 20mins without need for repeated reminders			
e) Stays focused on a question or issue in a conversation without going off on a tangent			
2. Organisational Skills			
a) Arrives on time and ready to learn (tidy appearance, not hungry or thirsty, not needing toilet etc.)			
b) Brings basic equipment (pen, pencil, ruler)			
c) Follows a sequence of instructions in order (using a list if needs be)			
d) Can complete familiar activities within a set time limit			
e) Completes homework by set deadlines			



Headlands ARC Referral – Staff Questionnaire



3. Emotional Literacy			
a) Is aware of when they're not OK (feeling anxious, frustrated, angry etc.)			
b) Follows strategies to manage emotions (including calming down from 'hyper' / 'giddy' spells)			
c) Accurately reads signs of other people's emotions (facial expressions, body language, tone of voice)			
d) Does not overreact to irritation or provocation from peers – seeks support			
e) Can focus on and express positive emotions (hopes for the future, happy experiences, successes)			
4. Interactions with Peers			
a) Does not try to gain inappropriate attention / approval from peers ('acting up', 'acting the class clown')			
b) Recognises rights - allows others to concentrate and respects personal space			
c) Has two or more positive, stable friendships with peers – and generally good relations overall			
d) Recognises the difference between 'social' times and 'work' times in terms of how they interact with peers			
e) Shows encouragement & uses good humour towards other students rather than put-downs			
5. Interactions with Adults			
a) Recognises adults as authority figures and speaks to them respectfully			
b) Puts up their hand or uses other appropriate signal to gain attention from an adult			
c) Holds an appropriate conversation with an adult – initiates and responds to initiation of conversation			
d) Accepts decisions and responds to reprimand from adults first time			
e) Does not respond to challenge from adults with hostility / aggression			



Headlands ARC – Parent / Carer Questionnaire



Name of student:
Parent / Carer:
Date:

Please answer the questions below by circling the letter that best describes your child. Use the key below to help you. Bring the completed questionnaire to the meeting with ARC staff. Thank you.

G = <i>Always does this...</i>
A = <i>More often than not does this...</i>
R = <i>Rarely or never does this...</i>

1. Concentration	
a) Will sit and listen to you for over 5mins (giving advice, telling them about the week ahead, telling a story etc.)	G A R
b) Will follow an instruction without having to be 'nagged'	G A R
c) Will follow a set of instructions without forgetting them (<i>"go in the kitchen, look in the second drawer, get some cling film..."</i>)	G A R
d) Will sit still and watch a TV programme, film or read a magazine / newspaper for 20mins	G A R
e) Will speak with family members about interests other than their own	G A R

Headlands ARC – Parent / Carer Questionnaire

2. Organisational Skills	
a) Gets up in the morning without need for constant reminders & support	G A R
b) Packs their school bag independently, has a pen etc. ready for school	G A R
c) Will remember a small list of jobs to do – i.e. when sent on an errand	G A R
d) Will get jobs / chores done quickly - such as cleaning their bedroom, tidying up their clothes etc.	G A R
e) Spends time at home completing homework	G A R
3. Emotional Literacy – “recognising and managing feelings”	
a) Will tell you when they’re upset or worried – does not bottle it up or suddenly ‘explode’ with anger	G A R
b) Has ways to calm down when they are angry or too giddy (such as going to their room, going for a walk)	G A R
c) Will recognise when you or another family member is upset or angry, and will seek to avoid making it worse	G A R
d) Is not easily wound up by brothers, sisters, cousins, neighbour’s children etc. – can take a joke or teasing	G A R
e) Will talk about happy experiences at school, about their hopes for the future, about what they’re good at etc.	G A R
4. Interactions with Peers – i.e. brothers, sisters, cousins, neighbour’s children	
a) Does not try to impress other children by getting involved in mischief etc.	G A R
b) Allows other children to play, watch TV, read etc. without interrupting them	G A R
c) Has two or more good friendships with children in the local area	G A R
d) Can divide their time between homework & chores and spending time playing, relaxing etc.	G A R
e) Is helpful and friendly towards other children, does not try to get their own way all of the time	G A R



Headlands ARC – Parent / Carer Questionnaire



5. Interactions with Adults – i.e. mother, father, parent’s partner, grandparents, aunts, uncles, friends of the family	
a) Recognises adults as being in charge and speaks to them respectfully	G A R
b) Will ask an adult for help or advice when they need it, does not demand attention ‘there and then’	G A R
c) Will hold a sensible conversation with an adult that doesn’t focus entirely on themselves	G A R
d) Accepts adult decisions first time – does not sulk or ‘pester’ to try change a decision	G A R
e) Does not respond to challenge from adults with hostility / aggression	G A R

Outcomes Planner



Name:	Date:
Contributors (names, total number):	

Outcomes		Red	Amber	Green
1. Concentration	a) To pay attention to a group speaker or other presentation for over 5 mins			
	b) To listen to a simple instruction and follow it without need for prompting			
	c) To remember two to three part instructions			
	d) To concentrate on a task for 20mins without need for repeated reminders			
	e) To stay focused on a question or issue in a conversation without going off on a tangent			
		Grand Total		

Outcomes		Red	Amber	Green
2. Organisational Skills	a) To arrive on time, ready to learn			
	b) To bring basic equipment to each lesson (pen, pencil, ruler)			
	c) To follow a sequence of instructions in order			
	d) To complete familiar activities within a set time limit			
	e) To complete homework by set deadlines			
		Grand Total		

Outcomes Planner



Outcomes		Red	Amber	Green
3. Emotional Literacy	a) To be aware of when they're not OK - feeling anxious, frustrated, angry etc.			
	b) To follow strategies to manage emotions			
	c) To be able to read signs of other people's emotions and respond accordingly			
	d) To not overreact to irritation or provocation from peers – seeks support			
	e) To focus on and express positive emotions & thoughts			
	Grand Total			

Outcomes		Red	Amber	Green
4. Interaction with Peers	a) To not seek inappropriate attention / approval from peers			
	b) To recognise others' rights to concentrate and respect personal space			
	c) To develop positive, stable friendships with peers			
	d) To understand the difference between 'social' times and 'work' times			
	e) To show kindness and good humour towards other students			
	Grand Total			

Outcomes Planner



Outcomes		Red	Amber	Green
5. Interaction with Adults	a) To recognise adults as authority figures and show a level of respect			
	b) To seek attention from an adult in appropriate ways			
	c) To have positive conversations with adults			
	d) To accept decisions and reprimands from adults			
	e) To not respond to adult authority with hostility / aggression			
	Grand Total			

Barriers to Success

1. Concentrating and listening in class	2. Staying organised and managing workload	3. Understanding and managing feelings	4. Working and getting along with other students	5. Working and getting along with adults



HEADLANDS ARC REFERRAL FORM PARENTAL CONSENT



Student Name: _____

Support Available					
School Nurse Offered	<input type="radio"/> Yes	<input type="radio"/> N/A	School Nurse Accepted	<input type="radio"/> Yes	<input type="radio"/> No
Counsellor Offered	<input type="radio"/> Yes	<input type="radio"/> N/A	Counsellor Accepted	<input type="radio"/> Yes	<input type="radio"/> No
RFS Offered	<input type="radio"/> Yes	<input type="radio"/> N/A	RFS Accepted	<input type="radio"/> Yes	<input type="radio"/> No
Other					

ARC Expectations	
Will wear full/correct ARC uniform? <input type="checkbox"/> Yes <input type="checkbox"/> No	Will engages with work in lessons? <input type="checkbox"/> Yes <input type="checkbox"/> No
Will attends all lessons without refusal? <input type="checkbox"/> Yes <input type="checkbox"/> No	Will hand in phone upon arrival? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Will not bring a phone to school
Will arrives at school on time? <input type="checkbox"/> Yes <input type="checkbox"/> No	Will follows Staff instructions without argument/refusal? <input type="checkbox"/> Yes <input type="checkbox"/> No

ARC Policies			
Positive Handling	<input type="radio"/>	Yes	<input type="radio"/> N/A
Wanding protocol	<input type="radio"/>	Yes	<input type="radio"/> N/A
Uniform/mobile phones	<input type="radio"/>	Yes	<input type="radio"/> N/A
Behaviour policy/procedures	<input type="radio"/>	Yes	<input type="radio"/> N/A



HEADLANDS ARC REFERRAL FORM PARENTAL CONSENT



Parent View

Student View

Consent
I / We give permission for to be educated in the Headlands ARC and will encourage them to meet the expectations as outlined.

The ARC provision has been discussed with me and I understand that this placement is temporary in the first instance and that a return to mainstream is the aim of the placement.

I understand that the placement may become permanent if a return to mainstream is not considered appropriate.

Parents Name: _____

Signature: _____

Date: _____

Students Name: _____

Signature: _____

Date: _____

Headlands School ARC Support Plan



Student Name:			
ASP start date		DoB	
Year group		ARC	

Key information.

Attendance		No of FTS	
SEND		Boxall	
Looked after child		Other agencies	
PP			

Parties involved in the ASP	
Name	Role
Mr S Abbotts	Head of School Headlands Arc
Mrs C Emms	Lead Practitioner - ARC SENCO
Miss A Dawson	Year Leader
	Tutor
	Parent/Carer
	Student

Record of a graduated response			
Plans and Reviews	Date	Year Group	Term
First Plan			
Review 1			
Review 2			
Review 3			
Review 4			

Headlands School ARC Support Plan



What are the desired outcomes of the ASP? (Short, medium and long term)		
<u>Short term outcomes</u>	<u>Medium term outcomes</u>	<u>Long term outcomes</u>
To engage with this plan and work towards a positive 1 st review.	To demonstrate the desire to make positive choices and manage your own behaviour by developing strategies to cope with challenging situations.	To become a lifelong learner demonstrating resilience and the ability to make positive choices in order to achieve your full potential.

What are our concerns?
Positive qualities

Scaling											
The pupil's current point on the scale, taking into account the school, parent and student views. This can be used as a baseline measure, and revisited during reviews.											
Schools View: (Poor Choices Choices)	1	2	3	4	5	6	7	8	9	10	(Good Choices)
Parent View: (Poor Choices Choices)	1	2	3	4	5	6	7	8	9	10	(Good Choices)
Student View: (Poor Choices Choices)	1	2	3	4	5	6	7	8	9	10	(Good Choices)

Headlands School ARC Support Plan



Targets for the ASP		
SMART target	Support and strategies to meet target	Review date
1	<p>School will help me by:</p> <p>My family will help me by:</p> <p>I will help myself by:</p>	
2	<p>School will help me by:</p> <p>My family will help me by:</p> <p>I will help myself by:</p>	
3	<p>School will help me by:</p> <p>My family will help me by:</p> <p>I will help myself by:</p>	

Agreement Signatures:

I _____ will do my best to work with staff to achieve my targets.

Signed: _____

We will do our best to support you in working towards achieving you targets:

Signed: _____ (Parent/Carer)

(Print Name) _____

Signed: _____ (Year Leader)

Signed: _____ (SLT)

Signed: _____ (Tutor)

Headlands School

ARC Support Plan - Review



ARC Support Plan - Review - Date: _____

Targets Set	Met	Partially Met	Not Met								
1.											
2.											
3.											
Target Review											
Scaling											
The pupil's current point on the scale, taking into account the school, parent and student views. This can be used as a baseline measure, and revisited during reviews.											
Schools View: (Poor Choices) Choices)	1	2	3	4	5	6	7	8	9	10	(Good
Parent View: (Poor Choices) Choices)	1	2	3	4	5	6	7	8	9	10	(Good
Student View: (Poor Choices) Choices)	1	2	3	4	5	6	7	8	9	10	(Good
SMART Target	Support Strategies to meet target										Review Date
1	School will help me by: My family will help me by: I will help myself by:										
2	School will help me by: My family will help me by: I will help myself by:										
3	School will help me by: My family will help me by: I will help myself by:										

Headlands School ARC Support Plan - Review



Meeting Notes

Example Pastoral Support Plan (PSP) targets

Targets		
SMART target	Support and strategies to meet target	Review date
<p>1) When I need to take 5 minutes out, I will use my exit card.</p>	<p>School will help me by...</p> <ul style="list-style-type: none"> Remind of the exit card when behaviours start to ‘bubble’ Praise for use of card Seating plan to be amended so close to an exit Teachers to remind to sit quietly, focus on breathing, and use a stress ball <p>My family will help me by...</p> <ul style="list-style-type: none"> Use this same approach at home. <p>I will help myself by...</p> <ul style="list-style-type: none"> Try my best to use the exit card. Respond to school’s reminders to use it. 	
<p>2) When a member of staff asks me to do something, I will follow the instruction.</p>	<p>School will help me by...</p> <ul style="list-style-type: none"> Ensure instructions are worded positively and clearly. Explain why the instruction is being asked. If reminders are needed, do these in private. Praise for following instructions - communicate to home. <p>My family will help me by...</p> <ul style="list-style-type: none"> Praise for use at school (will be communicated via positive phone call from tutor) <p>I will help myself by...</p> <ul style="list-style-type: none"> Ask if I do not understand the instruction. If frustrated, take 5 minutes out then come back to staff member. 	

Targets		
SMART target	Support and strategies to meet target	Review date
<p>3) When I am in lessons, I will use appropriate language.</p> <p>I can use appropriate language depending on the situation.</p>	<p>School will help me by...</p> <p>Teaching about use of appropriate language based on situation e.g. how you may speak differently to your family/peers/teacher, etc. and why Begin weekly catch ups which start to unpick why inappropriate language is being used</p> <p>My family will help me by...</p> <p>Reinforcing this at home Passing on positive praise to school</p> <p>I will help myself by...</p> <p>Trying my best to use appropriate language based on where I am Engaging with weekly catch ups to find alternative responses instead of using inappropriate language</p>	
<p>4) I can choose school appropriate ways to cope when angry or upset.</p>	<p>School will help me by...</p> <p>Daily check ins to assess well being Close communication with mum to check mood in morning Provision of safe space Phone strategy to call mum if feeling overwhelmed</p> <p>My family will help me by...</p> <p>Close communication with school to check mood in morning</p> <p>I will help myself by...</p> <p>Seek support from ??? when feeling angry or annoyed. Use safe space when needed</p>	
<p>5) I will attend school on time and attend first lessons.</p>	<p>School will help me by...</p> <p>Personalised timetable Careers referral Check in first thing and at break each day Once a week mentoring programme</p>	

Targets		
SMART target	Support and strategies to meet target	Review date
	<p>My family will help me by...</p> <p>Continued communication with school Ensure I am organised for school the night before</p> <p>I will help myself by...</p> <p>Be on time each day and attend all timetabled lessons Ask for help if something has happened which will impact my attendance.</p>	
) I will attend my lessons or explain why I am struggling.	<p>School will help me by...</p> <p>Adapted timetable Provision of key staff Time-out provision (base safe space) Risk Management Plan (see separate document)</p> <p>My family will help me by...</p> <p>Check in before and after school Remind of strategies to use at school</p> <p>I will help myself by...</p> <p>Engage with adapted timetable Seek support when needed</p>	

ARC Referral Timeline

ACTION	TICK
Referral received and agreed with SLT. Start date agreed	
Planning Stage - Week 1	
Mainstream Year Leader distributes staff questionnaire	
Mainstream Year Leader to arrange for student to complete questionnaire and assessments.	
Parental contact with meeting arranged	
Parental Questionnaire sent to parents	
Referral uploaded to SIMS / CPOMS	
Planning Stage - Week 2	
Staff / student questionnaires returned to SAB	
Meeting with SAB taken place (Details on CPOMS)	
Consent form signed by parent	
Questionnaire completed and returned by parent	
ARC referral acceptance letter sent	
Referral letter uploaded to SIMS	
ARC Start - Week 1	
Tutor completes Barriers to Success document with student	
Tutor completes Profile of need - shared with ARC staff	
ARC Support Plan	
<p>Tutor prepares ARC Support Plan in preparation for ARC Review Day.</p> <p>Following documents available to support:</p> <ul style="list-style-type: none"> • ARC Referral • Assessment Results • Student Questionnaire • Staff Questionnaire • Parent Questionnaire 	

RETURN TO MAINSTREAM - WEEKLY PLAN

Students Name: Return Date:

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Tutor Group	

Dear

I am writing to confirm the decision we have made to allow (STUDENTS NAME) to return to mainstream lessons from the ARC.

We do not make these decisions lightly and appreciate your time and support in planning an appropriate phased return to mainstream lessons. **I would like to reiterate that (STUDENTS NAME) continues to be at risk of permanent exclusion from Headlands School should issues arise as part of the planned phased return or once back into mainstream lessons.**

During our meeting we have made a clear plan over a number of weeks which will allow (STUDENTS NAME) to access mainstream lessons on an increasing timetable starting on (DATE). This plan will be shared with the appropriate Year Leader. A timetable will be produced and relevant staff made aware of the return to lessons and the support which will be required to give (STUDENTS NAME) the best chance of success.;

During this phased return period all parties involved may take the decision to slow the process, pause or stop it completely if progress is not in line with the clear expectations which have been shared.

We wish (STUDENTS NAME) the best with the challenge in front of them and look forward to sharing their success with you in the future.

Yours sincerely

Mr S Abbotts
Head of School - Headlands ARC

Dear

I would like to confirm that (STUDENT NAME) has successfully completed (HIS/HER) reintegration from Headlands ARC back into mainstream lessons. (STUDENT NAME) will now access of (HIS/HER) learning through mainstream school from (DATE).

I would like to congratulate (STUDENT NAME) on this achievement and also encourage (HIM/HER) to maintain the standards of behaviour (HE/SHE) has set which have allowed (HIM/HER) to achieve it.

Yours sincerely

Mr S Abbotts
Head of School - Headlands ARC

A

Dear (Parent's / Carer name)

I wanted to inform you that today, (CHILD'S NAME) spent some time in our Reset / Reflection space to help manage their emotions. This space provides a calm environment for students to regain composure before returning to class.

Please know that this was a proactive step to support (CHILD'S NAME) and help them stay focused throughout the day.

If you have any questions or would like to discuss this further, feel free to contact the ARC.

Thank you for your support.

Yours sincerely

Reflection Room Coordinator
Headlands ARC