

Sacred Heart Catholic College, Crosby

Call-In and The Base; guidelines for staff



July 2021 (yet to be ratified by governors)



From September 2021 Sacred Heart Catholic College will operate a 'Call-In' system and there will be an adjustment to our behaviour management facility "The Base".

Call-In: The **Call-In** system is designed to support the work of classroom teachers and is a direct replacement for the 'On-Call' system. 'On-Call' is, largely, a reactive system where senior staff wait to be called to an area of school to offer support to teachers in cases where the management of students has become problematic and is interfering with the education of others. **Call-In** is deliberately designed to be proactive, targeting pupil support, intervening earlier, and identifying and recognising positive behaviours among pupils rather than just focussing on the negative.

How Call-In works: For each school site, a member of staff (mainly, but not entirely, senior staff and pastoral team leaders) will visit classrooms across the 25-hour week timetable. By taking an overview of where students who either currently, or historically cause issues in lessons, Call-In staff will know which areas of school to support and visit lessons. Information with student timetables will be held centrally on each site and Call-In will collect this at the start of each period and record which rooms they visit. They will note issues with students- hopefully catching positive behaviours too. Call-In staff will then leave a record of their visit in the file. This will be collected by pastoral staff who can then form a view of what has happened during each day. Naturally, if it becomes clear, early in any day, that one student is consistently causing problems, they will be taken out of classes and given support away from their lessons. In addition to making lesson visit notes for the file, Call-In staff will record which rooms they have visited on a plan of the school which will be in an easily accessible area near the staffroom. Typically, during one lesson, there may be between 5 and 8 classroom visits. Over a week, a picture of rooms visited will build up (see image over the page). This is intended to better help us target support to staff. The system is a proven one helping schools deal with issues "before they arise". Finally, the concept of 'Call-In' does not mean that situations which arise and require immediate support will be ignored. These will be dealt with whenever they arise.



Protocols for Classroom Call-In: In many respects, these are like existing protocols for ‘On-Call’. To be precise:

- A duty roster for Call-In will be available to see. Should teachers feel they need to know who is on duty, a list will show who is likely to visit.
- Call-In teachers are visitor guests in classrooms and authority lies with the class teacher (unless this is a supply teacher). Since this is the case, it is expected that such visitor guests (for example including the Headteacher) are courteous towards and supportive of the class teacher. Naturally, similar behaviours are expected in return.
- The Call-In teacher, on entering the room, might say something like *“Good Morning, I’m calling in to see how this group is settling to work”*. This may be followed with something like *“Is everyone working hard today?”*
- The subject teacher may give one of the following responses to indicate that all is okay or there is an issue which may require intervention
“All good here today, the group are working hard...”
“Most of the group are trying hard; there are just a couple who have had difficulty settling today...”
“Unfortunately, <name> and <name> have not settled and are making learning difficult for the other pupils; could you speak to them about our expectations?”

- We can't give every scenario; it is expected the dialogue will quickly identify issues so that support can be provided. In some cases, the teacher may request a further call-in later in the lesson. It's worth remembering that we are also trying to catch positive behaviours.
- If necessary, the 'Call-In' teacher will ask the student(s) to step into the corridor.
- The class teacher will stay in the classroom and will describe what has occurred to the 'Call-In' teacher.
- The 'Call-In' teacher will now close the door and talk to the student(s) on the corridor and will give them an opportunity to explain their behaviour.
- If the student(s) needs to be removed, the 'Call-In' teacher will take them with them and record what has happened.
- Alternatively, the 'Call-In' teacher might return to the classroom with the pupil and agree with the class teacher how their behaviour should be monitored.

The Base: "The Base" replaces "PSC" and has moved to be located more centrally, so that it is more easily accessible to staff and pupils and therefore interventions can be better supported. From September 2021, The Base will be located at the back of the Technology area on the ground floor of the Upper site. The Base at Upper site will include planned provision for Yr7 & Yr8 pupils as well as for Yr9-Yr11. The room will be equipped to ensure there are proper learning resources for students.

The Base will be supervised around the clock and can be used flexibly. Most cases will be related to:

- Planned isolation from lessons
- When dealing with behaviour situations that have just emerged
- Isolation with a fixed term exclusion pending
- Isolation as part of a reintegration following a fixed term exclusion.

DfE advice on the use of isolation rooms [HERE](#):

'Seclusion/isolation rooms

42. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty, this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.'

The Base is set up for time limited intervention only. This could be described as a "short-term" solution.

Detail about the base is also held separately but can be seen in the following pages.

The Base

“Creating a positive climate of learning for all”

Aims

- To provide short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.
- This is part of a whole school approach to promoting positive behavior and helping rebuild relationships.
- To provide a place for supervised study, where work can be completed from subject areas, linked to the applicable topic from subject curriculum map.
- To provide guidance to pupil and parents about the next steps for re-integration.

Reasons for referral to The Base

Pupils are referred to the room primarily because they have not fully complied with one or more of the rules as stipulated in the School’s Code of Conduct.

- Major one-off incidents
- Refusal to obey reasonable instruction
- Continued disruption or defiance
- At instruction/discretion of Headteacher
- Sometimes preceding, sometimes following a fixed term exclusion

Procedure

- Parent must be made aware.
- SIMS must be completed.
- Work will be completed by pupil, in line with curriculum maps.
- Reintegration is key; pupils will have the opportunity to reflect, and FT/HOY will have time with pupil, and parents if necessary.

Start and end times differ from the normal school day

Pupils report to The Base at 9am and end at 4pm

Sacred Heart Catholic College



RESPECT

RESPONSIBILITY

RELATIONSHIPS

ACTIONS have CONSEQUENCES

- Relationships in our school are based on trust and fairness
- Respect must be given to everyone as we 'care and achieve' within our Christian community
- Responsibility for behaviour belongs to the pupil

NEGATIVE ACTIONS



Sanctions

e.g., time in The Base

POSITIVE ACTIONS



Rewards

What happens in The Base?

- I **will** complete my work from my subjects
- I **will** have the chance to reflect on my actions, and think about how I can rebuild relationships, and make things right
- I **will** know that everyone makes mistakes and that I can learn from them
- I **will** have a meeting I can have support when I return to lessons
- I **will** have time on 'reintegration report' and must show through my actions that I want to change my behaviour
- I **can** make the changes that will show I am respectful, take responsibility and have positive relationships with the people around me

Referral form

Time spent in The Base x days.

Reason for referral

Prior time spent in The Base? Yes/No

Number of days

Actions have consequences

Effects of incident

- On pupil
- Other pupils and year group
- School
- Community

How has this been made right?

Behaviour in The Base

Other information

Verbal warning on implications of exclusion and consequences of re-offending

- short term – The Base, exam success, further exclusions, school record
- long term – The Base, exclusions, IMPACT, permanent exclusion, references, jobs/ life opportunities and quality of life/relationships

Decision to return to normal timetable

- Yes / No

The Base report given to pupil

- Yes/No

Interview with parent required

- Yes/No

Pupil: