

12 October 2018

TES Global
(via email)

FREEDOM OF INFORMATION REQUEST

Thank you for your recent Freedom of Information request sent via email and received by us on 4 October 2018.

Your request was in the form of the following questions:

1. How many times pupils have been put in isolation booths each term over the past 5 years in each of your academies.
2. How many individual pupils have been sent to isolation booths each term over the past 5 years (i.e. how many trips were by repeat offenders) in your academies.
3. The maximum, minimum and average amount of time pupils spend in isolation booths once they have been sent there, broken down by school and year.
4. A list of the behaviours or actions that can warrant a stint in an isolation booth.

I confirm that we hold some of this information and I am happy to respond to your questions.

Bright Futures Educational Trust runs eight schools. Our academies include a sixth form college free school, a selective girls grammar school (11-18), two comprehensive schools (1116), a special school for children with complex and profound and multiple learning difficulties (11-19) and three primary schools.

The Trust does not operate an overarching policy of using 'isolation rooms'. We do not have isolation 'booths' but I am responding in the spirit of your questions. We expect all schools to operate fair, positive approaches to behaviour management that are clearly communicated to students, parents and carers and which are appropriate to the schools' contexts and student population. We recognise that a small number of students will not respond positively to an automatic 'escalation' of sanctions so, where necessary, we develop individualised behaviour plans.

Two out of our eight schools use 'isolation rooms' (not 'booths'). In both those schools there is an expectation that work similar to that completed in class should be provided for

students. There are occasions when that work is not immediately available. On these occasions work on one of the core subjects of English, mathematics or science is set. In both schools a member of staff is always present.

In one of the schools, the period can range between one and five days. In the other it is more typical for the period to be one day, occasionally extending up to three days. The rationale for the use of this approach is that it allows the student who is isolated to re-focus on their learning, keeps them in school (as opposed to a fixed term exclusion) and also allows others to continue their learning without disruption. We assess the impact of our behaviour policies and approaches and review practice accordingly.

Specifically, in response to your questions:

1. We do not hold this information. Of the two schools that use 'isolation' approaches only one has been in the Trust for five years.
2. We do not hold this information over five years.
3. In Cedar Mount Academy: (over the last two years) minimum 1 day, maximum 3 days, average 1.1 days
In South Shore Academy: (this year) minimum half a day, maximum 5 days, average 1.5 days.
4. The kinds of behaviours that lead to isolation might typically include: persistent failure to follow reasonable instructions, violent conduct, use of abusive language to staff, bullying, persistent disruption to the learning of others. Some discretion is given to senior staff.

I hope that this answers your request satisfactorily and I look forward to reading the outcome of your work on this important subject.

If you are unhappy with the service you have received in relation to your request and wish to make a complaint or request a review of our decision, you should e-mail admin@bfet.uk

If you are not content with the outcome of your complaint or review, you may apply directly to the Information Commissioner for a decision. Generally, the ICO cannot make a decision unless you have exhausted our complaints' procedure. The Information Commissioner can be contacted at:



Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SO 5AF

Yours sincerely

Chief Executive Officer
On behalf of Bright Futures Educational Trust