

13 September 2018

(via email)

Dear

### **FREEDOM OF INFORMATION REQUEST**

Thank you for your recent Freedom of Information request sent via Glove Marketing and received by us on Monday 3 September 2018.

Your request was in the form of the following questions:

1. Does the trust operate a policy of using 'isolation rooms' or 'isolation spaces' as a behaviour management policy? (in which a pupil is removed from a lesson and put in a room)
2. How many schools within the trust use isolation rooms? (Answer xx out of total schools).
3. Are pupils always and without exception provided with the identical work they would be doing in the lesson they are missing while in the isolation room? If not, what are they supplied with?
4. Is a member of staff always and without exception present in the isolation room while the pupil is in there?
5. What is the maximum time a can pupil kept in there? Please indicate: one lesson, half a day, full day, up to a week, longer.
6. What is the rationale for the trust using isolation rooms/not using/banning the use of isolation rooms? Are other disciplinary methods less effective?

I confirm that we hold this information and we are happy to answer 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 (11-16), a special school for children with complex and profound and multiple learning difficulties (11-19) and three primary schools.

In response to each of your questions:

1. The Trust does not operate an overarching policy of using 'isolation rooms' or 'spaces' as part of the schools' behaviour policies. 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.
2. Two out of our eight schools use 'isolation' spaces.
3. 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.
4. In both schools a member of staff is always present.
5. 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.
6. In both the schools that use 'isolation' or 'internal exclusion' approaches, this is part of a gradual response to negative behaviour by students, 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.

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](mailto: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  
SK9 5AF

Yours sincerely

**Chief Executive Officer**  
**On behalf of Bright Futures Educational Trust**