

**NOVA HREOD ACADEMY
BEHAVIOUR,
SUSPENSIONS and
EXCLUSIONS POLICY**

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Expectations

This policy sets out how Nova Hreod Academy will: promote good behaviour; develop students' self-discipline and respect; prevent bullying; ensure that pupils complete work to the best of their ability and ensure a safe and secure environment for all pupils. In applying this policy, Nova Hreod Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. Nova Hreod Academy will also have regard to its safeguarding policy where appropriate.

At Nova Hreod, learning is at the centre of everything we do. We believe that, in order to give our students the best possible chance of success, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure and free to focus on their own learning. We believe that every single pupil has the ability to be exceptional – but to achieve this every pupil needs a safe, structured working environment where expectations are clear and every individual is held accountable for their actions. To ensure this is possible we have implemented a framework that sets clear expectations, promoting a culture where everyone is encouraged to take responsibility for their actions and feels safe, valued and respected.

Our policy aims to:

- promote positive student behaviour in order to maximise their opportunity to achieve
- ensure all students develop excellent learning habits that they need to be successful in school and in life
- realise and celebrate the potential of all students through promoting independence, high self-esteem, positive relationships and enabling students to reach their full potential
- create an environment in which students are enabled to become mature, self-disciplined, hardworking and able to accept responsibility for their own actions
- have a no tolerance approach to bullying and work hard to create a positive and safe learning environment where learning is disruption-free
- ensure a consistent approach to tackling poor behaviour
- make reasonable adjustments for those pupils with special educational needs and/or disabilities. This will include those pupils with a medical diagnosis or Education Health Care Plan (EHCP) in place as well as pupils with identified additional needs who may require more SEND / pastoral support.

1. Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, harassment and bullying in any form will not be tolerated at Nova Hreod, including online, or outside of school. Our academy is values-driven with a great emphasis on students mastering the knowledge, understanding and skills to be academically and socially successful. To secure success, our students learn to be self-disciplined and make the right choices. Furthermore, the Academy is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

All staff to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.¹

The senior leadership team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and

¹ Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture²

Students are responsible for upholding our values of Excellence, Hard Work and Kindness at all times by committing to the following expectations outlined in the Nova Way:

1. I follow staff instructions – first time, every time
2. I am always in the right place, at the right time, doing the right thing
3. I treat all members of our community and the school environment with kindness and respect.
4. I always have the required equipment, wear my uniform correctly and am ready to learn
5. I work hard without disrupting other students' learning.
6. I take pride in the quality and presentation of my work.

Punctuality and attendance

Pupils should:

- arrive on time to the academy each day.
- arrive at their lessons on time.
- aim for 100% attendance and punctuality.

Behaviour and conduct

Students should:

- Always adhere to the Nova Way:
 1. I follow staff instructions – first time, every time
 2. I am always in the right place, at the right time, doing the right thing
 3. I treat all members of our community and the school environment with kindness and respect.
 4. I always have the required equipment, wear my uniform correctly and am ready to learn
 5. I work hard without disrupting other students' learning.
 6. I take pride in the quality and presentation of my work.
- Ensure that all electronic devices such as mobile phones, tablets are out of sight and switched off in the academy.
- Refrain from bringing banned items or items of high value into the academy (the academy does not accept responsibility for loss, damaged or stolen items)
- Ensure that standards of uniform and appearance are excellent and adhere fully to the uniform in the uniform expectations set out in the parent handbook.
- Ensure they have all the correct equipment for school as outlined in the uniform and equipment section of the parent handbook.
- Limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- Never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- Use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all pupils' needs across the Academy
- Follow instructions given by members of staff first time or as quickly as possible
- Never engage in any behaviour which could be detrimental to any other individual's health, safety or wellbeing (i.e. bullying).

² Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

Moving safely around the Academy

Students should:

- When in the buildings walk quietly on the left, with pace and purpose ensuring they are not blocking the way of any other members of the Academy community
- Ensure that they always wear the full, correct uniform smartly
- Be courteous to staff, other pupils, visitors, and all members of the public
- Refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted at once
- Not congregate in large groups at social/unstructured times
- Be silent and attentive when lining up as a year group and being addressed by member of staff
- Never behave in a manner which could be seriously detrimental to their own or others' safety/health/wellbeing
- Adhere to all temporary adjustments in place to protect the safety and welfare of themselves and others; social distancing policies for example

Behaviour for Learning

Students should:

- Silently enter the classroom when directed to by a teacher in a calm, orderly manner sitting in the seating plan devised by the teacher and immediately commencing the 'do now' task
- Follow the Nova Quality Audience routine and listen attentively when a staff member is addressing the class
- Refrain from calling or shouting out
- Be equipped: appropriate bag, PE kit, stationery and materials for lessons
- Refrain from consuming any food or drink (apart from water) in or around the Academies site other than at break and lunch times; this includes energy drinks, sweets and chewing gum
- Ensure that toilet visits are taken during break or lunch unless the pupil has a medical condition, in which case a toilet pass will be issued by the appropriate member of the SLT or the SENDCO (reasonable adjustment). A current, signed medical evidence provided by a medical professional must be provided to be considered for a toilet pass
- Take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, student corrections in green pen, dates and handwriting clearly legible
- Work to the very best of their ability in each lesson showing focus and diligence
- Ensure that all homework tasks are attempted and completed to the best of their ability
- Seek a teacher or other adult's help if any aspects of homework or classwork presents serious difficulty. Support must be sought well in advance of homework deadlines
- Remain calm and cooperative when staff are speaking to them
- Not answer back when spoken to by a member of staff

Representing the Academy:

Students are expected to demonstrate an appropriate standard of conduct on their journey to and from the Academy and in any situation where they are ambassadors for the Academy.

Students are expected to:

- Arrive at and leave the academies in full uniform
- Demonstrate politeness and courtesy at all times
- Use public transport, cycle lanes / pedestrian zones sensibly and safely

- Dispose of litter appropriately
- Respect members of the public/wider community and ensure that public areas and property are treated respectfully

Parents are responsible for:

The role of parents is crucial in helping Nova Hreod develop and maintain good behaviour. To support the Academy, parents should be encouraged to get to know the Academy's behaviour policy and where possible, take part in the life of the Academy and its culture.³

At Nova, we value a close relationship with parents and encourage parents to work in partnership with the Academy to assist in maintaining high standards of behaviour both inside and outside of school. The Academy expects parents to support the Academy's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework.

In the event of any behaviour management issue, we will liaise closely with parents where practical and, if relevant, other local or national support agencies.

Working Together

The way pupils behave within schools reflects the school's culture and ethos. We want all pupils at United Learning schools to feel a sense of belonging, to want to do the right thing because it is the right thing to do, which helps make the school a positive place for all students.

Schools should set out at the outset of their policy the positive approach the school takes to managing behaviour and how this is reflected in the school's behaviour curriculum, including use of home-school agreements and the importance of collaborative relationships between school, students and parents.

2. Behaviour expectations

There are some behaviours which fall outside the academy's expectations and would be dealt with by senior members of staff at the academy. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- Persistent disruption to learning
- Being verbally abusive to a member of staff
- Bringing illegal substances or items into the academy
- Bringing a weapon or tool which could be used to injure another person in the academy (including BB guns, fireworks etc.)
- The use of racist, sexist, homophobic or transphobic language
- Persistent levels of defiance or aggressive behaviour
- Persistent bullying
- A physical assault on another pupil or member of staff
- Behaviour which may bring the reputation of the academy into disrepute
- Sexual relationships of any kind
- Intentionally setting off the Academies' fire alarm or starting a fire
- Gambling or any behaviour designed to extort possessions or funds from others

³ Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance

- Knowingly bringing a trespasser onto the academy site
- A significant breach of health and safety
- Any behaviour which discriminates against the nine characteristics protected under the Equalities Act.

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the

Principal and decide on an appropriate and proportionate sanction/s which could include:

- Detentions
- Referral to the academy's internal reflection room
- Offsite direction to an alternative education provision
- Liaison with outside professional agencies to gain further support
- Meeting with members of the Local Governing Body
- Suspension
- Permanent exclusion.

All incidents of a serious nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENCO will be involved for all children with an EHCP.

Students will also be commended for acts of positive behaviour that are to be celebrated and recognised at the Academy. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Pupils are also encouraged to demonstrate positive behaviours beyond the Academy and support the local community through their actions and attitudes. Pupil rewards at the Academy are extensive and include Merits, postcards home, phone calls home, celebration in assemblies, termly reward trips and events.

In applying this policy, the Academy will draw a distinction between behaviour which intentionally breaches Academy policy and rules, and that which arises from a pupil's support needs. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all Academy interventions should be designed to teach the expected behaviour.

Academy rules and policies concerning behaviour and discipline apply at all times when a pupil is at the Academy, representing the Academy, travelling to and from the Academy, and associated with the Academy at any time. This includes conduct online, such as in any written or electronic communication concerning the Academy and United Learning.

Behaviour Curriculum

Students are briefed thoroughly on the Academy's expected standards of behaviour through induction days at the start of each term and regular assemblies throughout the year. The Nova Way is constantly promoted and reinforced through our use of character cards and the awarding of Merits and Demerits on Character Cards.

3. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. There are clear policies and processes in place to deal with incidents of peer-on-peer abuse.

Please refer to our Anti-Bullying Policy which sets out measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

This links to our Safeguarding policy available on the Nova Hreod Website

4. Contextual Safeguarding

Academy staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of the Academy, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Academy staff will consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

6. Rewards

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Pupils' sense of self-worth, well-being, achievement and overall enjoyment of school can be strongly influenced by a consistent and well implemented whole school rewards and recognition policy.

Nova Hreod Academy is a school in which students work exceptionally hard and are polite and kind to each other on a daily basis. We believe that students should be rewarded consistently for doing the right thing. We recognise how hard our children work and want to ensure that they receive rewards for this.

We reward students by:

- Issuing merits in lessons
- Issuing positive character card signatures at social times
- Running a weekly reward event and providing treats for the top students / tutor groups
- Running half termly rewards experiences for the children who accumulate the most merits.
- Issuing certificates and postcards to acknowledge pupil success.

Nova Hreod will also give consideration to where challenging behaviour is related to a pupil's disability, that the use of positive discipline and reward methods may enable the school to manage the behaviour more effectively and improve their educational outcomes

7. Supporting Students with Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

Adaptations / Reasonable Adjustments

At Nova Hreod we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (see Appendix A).

Considering whether a student may have unidentified SEND

Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach (see SEND Information Report / SEND Policy and Appendix A for further information.) A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

8. Consequences or Sanctions

In applying consequences or sanctions, especially those with serious consequences, the Academy undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

The behaviour of pupils with SEND will be responded to with 'reasonable adjustments' and additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any adaptations or reasonable adjustments need to be made to the sanction in response to any disability the pupil may have (see Appendix A).

Detentions

Detentions are set for a number of reasons which may include (but are not limited to):

- Lateness to the Academy (pupils arriving later than 8.20am will be issued with a same day 30 min detention)
- Truancy

- Failure to submit homework to the required standard/on the required date
- Behaviour which falls below the standards expected of students' conduct
- Multiple demerit signatures on a character card

All detentions are run centrally and vary in length. Parents are informed of such detentions by a text message from a member of the pastoral staff to ensure all support is in place to complete the detention successfully. Failure to attend the centralised detention will result in escalated sanctions.

A Senior Leadership Team (SLT) detention lasting 90 minutes can be assigned for pupils. This detention can be set for:

- Truancy
- Failing a centralised detention
- Failing to successfully complete time in the reflection room
- Serious breaches of Academy rules

Parents will be informed via text message by a member of the pastoral staff to ensure all support is in place to complete the detention successfully. Year Managers and SLT will consult as to which students are to be placed in the SLT detention. Failure to attend the SLT detention can result in direction to offsite educational provision or suspension and will always result in a repeat of the original sanction.

When setting and organising detentions staff at the Academy will consider:

- The welfare of the child
- Access to toilet facilities during any detention
- Whether the child has caring responsibilities

24hrs notice or parental permission is no longer required to keep a student for a detention. Inconvenience to the parents/carers will not be a valid reason to rearrange a detention as long as the child has a means to get home safely which will be the Academy's underlying priority when setting and deciding on when the detention is to be completed. Where parents/carers do not agree for their child to make their own way home late, it will be their responsibility to pick their child up from the Academy.

The permitted times for detentions at the Academy are:

- Any Academy day when the pupil does not have permission to be absent
- Weekends but not those at the beginning and end of half term holidays
- Teacher training days

The Academy will make reasonable adjustments for the thresholds outlined above as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need/disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academies' SENDCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the Academy sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant stakeholders.

All Academy staff may issue detentions. To ensure consistency and fairness in their use, the process for using detentions is set out clearly and is well-known to all pupils and staff.

Reflection Room

Students are set time in the reflection room for a number of reasons which may include (but are not limited to):

- Lateness to the Academy (pupils arriving late to the Academy will go to the reflection room on arrival until the beginning of the next full lesson, unless they are returning from an appointment)
- Truancy
- Disruption to learning
- Behaviour which falls below the standards expected of students' conduct
- Multiple demerit signatures on a character card
- Wearing of uniform which breaches the uniform policy, this includes but is not limited to wearing of false eyelashes and piercings which do not meet the requirements set out in the uniform policy

In addition to this students who are suspected to have been involved in an incident which requires investigating may be placed in the reflection room whilst an investigation takes place.

Parents are informed of their child being sent to the reflection room by email and text message from a member of the pastoral staff to ensure all support is in place to complete the time in the reflection room successfully.

When setting and organising time in the reflection room staff at the Academy will consider:

- The welfare of the child
- Access to toilet facilities during any detention
- Whether the child has caring responsibilities

The Academy will make reasonable adjustments for the thresholds outlined above as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need/disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academies' SENDCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the Academy sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant stakeholders.

Allegations against staff

The Academy takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Safeguarding Policy.

Malicious accusations against staff

The Academy reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, consequences or sanctions may include:

- Detentions
- Referral to the academy's internal reflection room
- Offsite direction to an alternative education provision
- Liaison with outside professional agencies to gain further support
- Meeting with members of the Local Governing Body
- Suspension
- Permanent exclusion.

9. Supporting pupils following a sanction

Nova Hreod uses a range of strategies to help all pupils to understand how to improve their behaviour and meet behaviour expectations of the school, these can include:

- Reintegration meetings
- Personalised behaviour Plan
- Use of off-site direction
- Mentoring

10. Use of reasonable force

Nova Hreod Academy will follow the Department of Education advice [‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’](#).

Teachers and members of staff authorised by the Principal/Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned. Relevant training and professional development should be updated with staff on a 2-3 year cycle.

The policy should make clear that every member of staff will inform the Principal immediately after s/he has needed to restrain a pupil physically.

11. Prohibited items and searches

The law relating to searches

Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to

property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Principal/Headteacher⁴ or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil’s own person or of their possessions must be carried out with due consideration for the pupil’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff-pupil relations guidance, and the school’s own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the Academy may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The Academy should inform the pupil’s parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent’s prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in the Academy and pupils may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol

⁴ Schools which have different tiers / leadership titles such as Executive Principal or Head of School must make clear in their behaviour policy who can carry out the search. Schools should also be clear, through appropriate schemes of delegation, who is authorised to carry out searches in the Headteacher’s absence).

- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug
- Stolen items
- Fireworks
- Stink bombs/water bombs
- Mobile phones, headphones or smartwatches (immediately confiscated if seen and returned to the student at the end of the day)
- Electronic devices which can be heard or are visible
- Aerosols
- Bandanas, masks or anything which could be utilised to conceal identity. Masks worn for health/ medical purposes are allowed
- Hooded/sports sweatshirts
- Excessive jewellery
- Chewing gum
- Any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that the Academy has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data⁵ on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the Academy rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Academy's Safeguarding Policy.

The Academy may erase any data or files from the device if the Academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the

⁵ All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Academy Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the Academy can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and the Academy Policy, and may then punish the pupil in accordance with this policy, where appropriate.

Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to Academy discipline. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The Academy may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in Academy that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the Academy's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from pupils

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

12. Drugs

The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The Academy policy on drugs applies to all Academy and Academy-related activities whether on or off site. This includes the journey to and from the Academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so - called 'legal highs', and any substance pertaining to be a drug. The school should make this broad definition clear. Over the counter and prescription medicines should be dealt with in the Academy's Supporting Pupils with Medical Needs Policy.

The Academy will take into account guidance issued by the Department for Education. The Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the Academy will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The Academy will discuss this and take advice as necessary. It is important to note that whilst the Academy may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The Academy may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the Academy must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

13. Time away from the classroom

Sometimes it may be appropriate for a pupil to have some time away from the classroom in a separate space, such as for the purposes of managing their own deregulation, to ensure the safety of other pupils, or as a consequence of disrupting the learning of others. Careful consideration needs to be given to how and in what circumstances this sanction such withdrawal from lessons is used. The use of removal from lessons should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

At Nova Hreod we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption free learning in their classes, to ensure that all subject content can be delivered in the most effective method by our teaching staff and that pupils are encouraged to have ambitious academic aspirations of themselves.

Disruption is defined as any act that stops, distracts or hinders teacher instruction and student progress. Pupils who fail to meet clear, consistent and reasonable classroom expectations will be issued a formal warning by a member of staff, followed by having their name written on the board. The warning is concise and specific – simply outlining that the pupil has been issued a warning and what it is for. If the pupil fails to meet the behavioural expectations in class for a second time then a second formal warning will be issued and will be written on the board. If the pupil fails to meet the behavioural expectations in class for a third time, they are asked to report to the reflection room for a period of time up to one school day. Failure or refusal to go to the reflection room when sent by a member of staff or any other secondary behaviour will result in the student being issued an additional sanction.

The table below outlines reasons why warnings may be issued and also outlines reasons students may be immediately referred to the reflection room.

Warnings given for	Immediate referral to the reflection room
Bickering or unkindness Calling out Coughing unnecessarily Damaging equipment or property Distracting others Eating in class (including chewing gum) Head on the desk or in your arms Inappropriate response to a warning Leaving seat without permission Low-level disruption Off-task chatter Physical contact Refusal to follow instructions Refusal to work Rudeness Shouting Talking over a teacher Throwing an object Turning around on a seat Using an electronic device (and confiscated) Anything that slows down learning	Abusive, discriminatory or offensive language Dangerous or violent behaviour Failing detention or failure to attend detention Failing to hand in a banned item Fighting Lack of correct uniform Refusing to follow instructions Refusing to hand over character card Late to lesson Swearing (indirect or directly) Throwing an object with intent to hurt Throwing food or drink at another student Pulling another student's tie Refusal to borrow PE kit Truanting on or off-site Wearing incorrect piercings, makeup, nails or eyelashes Walking away from a member of staff Anything that is dangerous or causes risk

There are a number of things that happen once a pupil has been referred to the Reflection room. Below is a brief synopsis.

The pupil arrives at the reflection room:

- The pupil signs in with the member of staff before they enter the Reflection Room. The pupil is issued a reflection workbook to complete
- The pupil follows their timetabled lessons completing work in the reflection room

- c) The pupil remains in Reflection for a minimum the period of 3 lessons and a break/lunch time.
- d) Where possible the pupil will be visited by the teacher that sent them to Reflection for a restorative meeting

During the period a pupil is in Reflection, they are expected to complete work silently and not engage in any behaviour which is defiant, disruptive or unproductive.

Parents/carers will be contacted by a member of staff at the Academies to inform them that their child has been referred and the reason for the referral.

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making reasonable adjustments for pupils who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The Academies would seek to make reasonable adjustments for pupils who have a clear, diagnosed and underlying special educational need/disability as well as pupils who have identified additional needs, which require SEND/[pastoral support, which makes reaching the expected standard of behaviour consistently challenging. The extent of adjustments will be based on individual cases and the professional discretion of relevant staff.

14. Suspensions and Permanent Exclusions

At Nova Hreod we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning.

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. Any form of exclusion is the ultimate sanction. That the decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge⁶

In applying this policy, the school will adhere to current legislation, including the Equality Act 2010 and the DfE Exclusions Guidance.

Sanctions should be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care should be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) .

14.1 Suspension

⁶ Note that the designated or Acting Principal is not necessarily the Deputy Principal. The Acting Principal must have had that role clearly designated to them in the Principal's absence.

A suspension (a fixed period of exclusion) may apply; for a single occurrence of serious misconduct or for persistent misbehaviour.

Examples of behaviour which may lead to a fixed-term exclusion are outlined in The Nova Way - Red Lines:

- Physical assault of any form to another student or member of staff
- Discriminatory or prejudicial language used in any way towards another student or member of staff
- Bringing a banned item* onto the school site
- Verbal abuse of a member of staff
- Refusal to go to the Reflection Room when sent by a member of staff
- Failing to meet expectations in the Reflection Room
- Continued failure to follow instructions of members of staff
- Refusal to attend an SLT detention

Further examples of behaviour that may lead to a fixed-term exclusion include the following:

- Indecent behaviour
- Vandalism (plus a contribution to the cost of repair/replacement)
- Theft
- Serious actual or threatened violence against another pupil
- Filming and / or sharing footage of a fight on social media
- Persistent poor behaviour contrary to acceptable behaviour outlined in the Academies' behaviour policy
- Bullying, including cyber-bullying
- Bringing the Academies into disrepute, both in and out of school
- Breach of Academies' security

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that exclusion is an appropriate sanction.

The Principal may exclude a pupil for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

During a fixed-term exclusion of 5 or fewer days, work will be set by the Academies for the pupil to complete at home. This work should be returned completed at the end of the exclusion for marking.

For an exclusion of longer than 5 days, the Academies will arrange full-time alternative educational provision from the sixth day of exclusion.

Following a fixed-term exclusion, parents/carers will be required to attend a reintegration meeting at the Academy with their son/daughter. The purpose of the meeting is to ensure that the pupil understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The Academy will consider all further support if needed to help the pupil.

During the first five days of any exclusion, the parents of an excluded pupil must ensure that they are not present in a public place during normal Academy hours without reasonable justification, whether with or without a parent/carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)), could be considered ineffective or failing to sufficiently meet a child's needs. The Academy will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

14.2 Permanent exclusion

Permanent exclusion is an extremely rare sanction at the academies and always avoided wherever possible. The decision to permanently exclude is taken only:

- (a) in response to serious breaches to the Academy behaviour policy
- (b) if allowing the pupil to remain would seriously harm the education or welfare of that pupil or others at the Academy.

A pupil may be permanently excluded where there have been repeated breaches of the behaviour policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academy has exhausted all available strategies for dealing with the pupil and is a last resort.

There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against a member of staff
- misuse of illegal drugs or other substances
- sexual abuse or assault
- carrying and/or supplying an illegal substance
- carrying an offensive weapon* or banned item
- arson
- sexual abuse or assault
- serious bullying, including cyber-bullying
- possession of an illegal substance and/or supplying an illegal substance

*A weapon is defined as any item made or adapted for causing and/or threatening injury.

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

The Academy operate a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to pupils in assemblies.

Any pupil who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site will be permanently excluded. A pupil found in possession of these items on site also runs the risk of permanent exclusion.

Investigation:

Any investigation of the incident will be carried out in accordance with DFE guidance to be lawful⁷, reasonable, fair and proportionate. The student at risk of exclusion will be given the opportunity to have his/her say wherever possible.

Each case will be judged on the facts and the context taken into account:

- The degree of severity of the offence

⁷ with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties

- The likelihood of re-occurrence
- The student's previous behavioural record (unless for serious one-off events)
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adaptations / adjustments previously provided;
- Special educational needs policy and equality law obligations.

Principal's Decision

The decision to suspend or exclude will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the Academy's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academy.

Notification

Once a decision to suspend or exclude has been made, parents will be contacted at the earliest opportunity, by telephone if possible.

Governors' Behaviour Committee and the Appeal Process

The Academies have a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to suspensions and exclusions.

The Behaviour Committee of the Governing Body will automatically review any suspensions or exclusion which results in a pupil being excluded for more than 15 school days in any term, or any permanent exclusion.

Parents/carers have the right to appeal the decision to exclude their son/daughter. This process is common across United Learning and is different for different levels of exclusion.

Full details of how these meetings operate can be found within the DfE Guidance (2012) and the United Learning Exclusion Policy – Academies (2018).

15. Monitoring and Review

Behaviour incident data is monitored to evaluate the effectiveness of the behaviour policy. This helps the Academy consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the Academy will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

16. Managed Moves⁸

⁸ Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 48-52 in the DfE's Suspension and Permanent Exclusion Guidance

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention.

17. Behaviour outside of school premises

The Academy's behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academies, pose a threat to another pupil, or member of the public or could adversely affect the reputation of the academies.

Parent/Carer Conduct: Restricted Access to Premises Order. The Principal may, in exceptional circumstances, restrict the access of parents/carers to the Academy site. This action may be taken when the actions of parents/carers are deemed unacceptable and present a safeguarding risk to staff and/or students. Aggressive behaviour will not be tolerated, and parents are expected to conduct themselves in a polite and reasonable manner at all times and in all interactions. The duty of care of the Principal and school leaders is to protect colleagues and children from being witness to, or receiving threatening behaviour from: parents/carers/family members or associates of them. Should a situation arise; parents/carers will be informed of the restricted access order both verbally over the phone and in writing, clearly stating the date and nature of event that has led to the decision.

18. Leaving the Site

There are five circumstances where a student may be required to leave the Academy site with the authorisation of the Principal:

- where a decision has been made to suspend.
- where a student has committed a serious criminal offence outside the jurisdiction of the academy and it is determined by the Principal that it is in the interests of the community for the student to be educated off site while investigations take place. (This is not necessarily a

suspension although a suspension may be deemed appropriate by the Principal in such circumstances.)

- where, for medical reasons (such as contagion, risk to an unborn child), the presence of a student represents a serious risk to the health or safety of other students or staff. This not a suspension.
- if a student is given permission by the Headteacher, Vice Principal or Assistant Principal to leave the premises briefly to remedy a breach of the academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence.
- where there is good reason to believe that a student is carrying an item which is not allowed onto the site, such as an illegal substance or an offensive weapon and they refuse to be searched. In this circumstance the student can be refused entry. This is not a suspension but an unauthorised absence in the first instance, which could lead to suspension following a full investigation.

19. Specific behaviour issues

19.1 Child-on-child sexual violence and sexual harassment⁹

In every aspect of the Academy's culture sexual violence and sexual harassment are never acceptable, and will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned. Academy staff will challenge all inappropriate language and behaviour between pupils.

19.2 Behaviour incidents online¹⁰

Provisions apply to all activity online including all forms of social media and that they apply to online activity for both Academy purposes and personal use that may affect the Academy, pupils or staff in any way.

Instances of prohibited use, e.g.:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the Academy when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Any misuse of social media should be reported to safeguarding@novahreodacademy.org.uk

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

⁹ Further detail is contained at paragraphs 111-117 in the DfE Behaviour Guidance

¹⁰ Further detail is contained at paragraphs 118-121 in the DfE Behaviour Guidance

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

19.3 Mobile Phones

The expectation is that mobile phones are not seen or heard at school during the school day. If a phone is seen or heard then it will be immediately confiscated and will not be returned to the student until the end of the school day.

19.4 Suspected Criminal Behaviour

Nova Hreod Academy will consider the need to report to police and preserve evidence and whether a tandem report to children's social care is required. The DSL will take a lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence.

Appendix A – Adaptations or Reasonable Adjustments

In addition to early intervention, we will consider the following areas in making adaptations or reasonable adjustments. This is not a prescriptive or exhaustive list and will be decided dependent on an individual's needs.

Any adaptation will be agreed between the school, student and parent/carer and recorded on the student's Individual Education Plan (or equivalent). These plans will be reviewed regularly (at a minimum, every 12 weeks in line with guidance from the SEND Code of Practice, 'Assess Plan Do Review' cycle).

Adaptations will be applied as consistently as possible across all aspects of school provision: lessons, social times, extra-curricular activities, lesson removal / internal suspension rooms.

General Adjustments (where additional behaviour support may be needed)

- Work in collaboration with students and parents/carers to agree an overall approach.
- Identify a key adult and supervised safe space to go to in school. Agree when and how this support can be accessed (for example, weekly check in meetings)
- Agree weekly home-school reports

Transitions

Starting a new school, returning after an absence, changes to routine or even moving between lessons / activities can be a real challenge for some students. At such times, we will use inclusive strategies such as effective routines, visual timetables or step by step instructions for those students who may need extra support.

Learning Environment

- Seating plan adaptations / position in room will be considered where necessary.

Learning Strategies

- Cue student to stay on task with agreed non-verbal / private signal
- Chunked tasks
- Provide additional think time or pre-prepare student prior to reading aloud / questioning
- Private notification of warnings, including post it notes on desks
- Provide exam access arrangements (see below) as normal working practice

Exam Access Arrangements

We will support students with exam access arrangements, either across all subjects or for specific subjects, as required. We will ensure early application for such arrangements (where necessary) in line with the JCQ guidance. Examples include:

- Reader / computer reader / read aloud
- Scribe

- Supervised rest breaks (brain breaks / movement breaks). Pre-agree the frequency and length of these
- Prompter
- Visual timer / individual timer on student's desk
- Access to word processor
- Separate room
- White noise / music through headphones (JCQ update 24/25)
- Allow the student to see the exam room / meet their invigilator prior to the exam/s

The JCQ guidance here gives further information and is used by school to determine what arrangements individual students may need: JCQ-AARA-24-25_FINAL.pdf

Internal suspension (reflection) room

All other pre-agreed reasonable adjustments applied as normal working practice. Additionally:

- Shorter time spent in the reflection room
- Access to a laptop in the reflection room
- Alternative location to complete time in the reflection room

SENCo / External Professional Input

- Solution focused planning session
- Further recommended staff CPD

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

Appendix B – Internal Guidance on Managed Moves and Off Site Direction

Guidance for Academies on Managed Moves and Off-Site Direction (including Cluster Cross-Site Direction)

Introduction

Managed moves, off-site direction, and cluster cross-site direction can all play an important part in approaches to behaviour management. They can help maintain high standards of behaviour and ensure a safe and supportive learning environment for all students. This guidance outlines the principles, processes, and best practices for implementing these strategies effectively.

Schools must ensure they follow the DfE's [Suspension and permanent exclusion guidance](#) when using any of these strategies.

1. Managed Moves

Definition

A managed move is a voluntary **but permanent** agreement between schools, parents/carers, and the pupil for the pupil to move to another school permanently. This is usually considered when all other behaviour management strategies have been exhausted.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments have been completed or explored prior to a managed move. (para 50 DfE suspensions and exclusions guidance).

Key Principles

- **Permanent:** As made clear in the DfE guidance, managed moves are permanent arrangements. There is no such thing in DfE guidance as a 'failed' managed move where the student returns to the original school without the new school having issued a PEX.
- **Voluntary Agreement:** Managed moves should be agreed upon by all parties involved, including the pupil, parents/carers, and both schools. It requires the consent of parents and the mutual agreement this is the right thing for the child. Parents should not be coerced into a managed move and it should never be offered 'to avoid an exclusion'. DfE guidance is clear that if a parent is pressured to accept a managed move this could be considered off-rolling.
- **Be in the Best Interests of the Pupil:** The move should be in the best interests of the pupil, providing them with a fresh start in a new environment. They should not be used as a consequence of or sanction for previous poor behaviour.
- **Clear Objectives:** The objectives of the move should be clearly defined, including expected behaviour improvements and academic goals.

Process

1. **Initial Discussion:** The current school discusses the possibility of a managed move with the pupil and their parents/carers. The rationale and purpose for the move should be clearly explained, and documented.
2. **Agreement:** If all parties agree, the current school contacts potential receiving schools.

3. **Consider Off Site Direction:** Managed moves are permanent arrangements, and there can be no trial period. However, an off-site direction could be used to test the water before progressing to a managed move. In which case the process relating to an Off Site Direction (see below) should still be followed.
4. **Final Decision:** Following careful discussions and mutual agreement the move would be in the best interests of the pupil, the move is confirmed and induction arrangements made for the pupil to start at the new school.
5. **Document all discussions and decisions:** All meetings relating to a potential managed move should be carefully minuted. It is very important that all parties agree and that the decision is arrived at on a collective basis and that all parties are of the view the move best serves the child.
6. **Change in Registration:** As a managed move is permanent, it involves a move from the home school's admission register to the admission register of the new school.
7. **Information Sharing:** Any managed move should be preceded by information sharing between the home school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

Safeguarding and Attendance

- As a managed move is a permanent arrangement, the new school assumes responsibility for safeguarding and attendance at the outset.

2. Off-Site Direction

Definition

Off-site direction is a temporary measure where a pupil is directed to attend another educational setting to improve their behaviour or seek a fresh start opportunity (**previously referred to as a managed move**). This can include alternative provision or another mainstream school. Principals of United Learning Academies have delegated powers (through our Scheme of Delegation) to direct off site where appropriate. *Please be aware that if schools continue to refer to such temporary placements as 'managed moves' – which has been the case in the past – they risk running into difficulties with potential complaints as the arrangements for managed moves are different – as set out above.*

Directions offsite can be an effective way to manage behaviour in a planned and strategic way rather than as a response to a single incident. They should be short term and remain under review. The arrangements for this should be stated overtly in a letter to parents that follows the direction.

Key Principles

- **Temporary Measure:** Unlike managed moves, off-site direction should be used as a short-term intervention only. Neither parents nor pupils have to agree to the direction (again, unlike a managed move), although it is in the best interests of all parties if agreement can be reached.
- **Clear Objectives:** The purpose and duration of the off-site direction should be clearly communicated to the pupil and their parents/carers.

- **Support and Reintegration:** Pupils should be supported by the school during the off-site period and a plan must be put in place for their reintegration back into the home school at the end of the off-site direction period.

Process

1. **Assessment:** Assess the pupil's behaviour, what intervention is needed to address it and determine if off-site direction is appropriate.
2. **Selection of Provision:** Choose an appropriate off-site provision that meets the pupil's needs as determined at 1. above. Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.
3. **Parental Involvement:** Inform and involve parents/carers in the decision-making process. Whilst consent is not a pre-requisite for an off-site direction, schools must ensure parents (and the local authority, where the child has an EHCP) are notified in writing and provided with information about the placement as soon as practicable after the decision to give a direction has been made and no later than two school days before the day the pupil is required to start attending the placement. Whilst consent is not required, schools should be mindful of the individual needs and circumstances of the family before finalising arrangements.
4. **Monitoring:** Regularly monitor the pupil's progress and behaviour at the off-site provision.
5. **Dual Registration:** The child must be dual registered during any period of off-site direction.
6. **Review:** The placement should be kept regularly under review to ensure it is meeting the intended objectives. Parents should be invited to each review. Although parental consent is not needed, parents (and, where the child has an EHCP, the local authority) can request, in writing, that a review meeting takes place. When this happens, schools must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.
7. **Extension:** If the placement is to continue beyond the original timelines, schools must give written notification to parents (within six days of the review meeting where the decision to continue the placement is agreed) including their reasons for the extension and how long the extension will last.
8. **Reintegration:** Review the pupil's progress and plan for their reintegration into the home school.
9. **Failure:** If the direction fails (i.e. breaks down before the off-site direction is due to end), the child must return to their home school. Significant care should be taken in such circumstances with regards any subsequent sanctions. An immediate PEX should only be issued if the behaviour that triggered the off-site direction was extreme or dangerous and the school can demonstrate the risk of keeping the child in school is too severe (i.e. the case meets all the thresholds of a PEX and isn't a result of the failure of an off-site direction). The risk of this occurrence happening is minimised if off-site direction is used as a carefully considered approach to improving behaviour, rather than a reactive response to an isolated incident.

Safeguarding and Attendance

- The home school retains safeguarding responsibilities for the child for the time they spend in another setting. The school must ensure that the off-site provision has robust safeguarding policies. Safeguarding measures must be put in place during the transition.

- Both schools must be communicating and safeguarding the child at all times. The home school must take proactive measures to ensure the child is safe, such as setting up a weekly attendance call between the school and setting, and/or a weekly DSL catch up between the home school and the receiving setting for a child identified as vulnerable.
- Attendance must be monitored closely to ensure the pupil is engaging with the new school. If there are any issues with attendance then the receiving school should contact the home school immediately as part of their daily attendance procedures.

3. Cluster Cross-Site Direction

Definition

Cluster cross-site direction is a temporary measure where a pupil is directed to attend another local school within the same United Learning cluster for a specified period. It is essentially a form of off-site direction which keeps the child within United Learning, which is likely to be a more familiar setting than a school outside of the Group. This strategy aims to provide a change of environment to help improve the pupil's behaviour while maintaining their educational engagement.

We would hope that schools within the same cluster have a mutually supportive cluster-based approach in place as part of strategies to reduce exclusions.

All of the above principles regarding off site direction apply, even if the direction is to another school within the cluster. Being in the same cluster does not exclude either school from the principles set out in 2. above.

Benefits

- **Behaviour Improvement:** A new environment can help break negative behaviour patterns and help prevent exclusions.
- **Educational Engagement:** The pupil continues their education without interruption, benefitting from our common curriculum and familiar resources and approaches.
- **Supportive Network:** Utilises the resources and support within United Learning.

Legal and Policy Considerations

- **Compliance with Regulations:** Ensure compliance with relevant regulations, including the School Attendance (Pupil Registration) (England) Regulations.
- **Documentation:** Keep detailed records of all decisions, agreements, and reviews related to managed moves, off-site directions, and cluster cross-site suspensions.
- **Parental Complaints:** Ensure your complaints policy is up to date and makes clear how parents can make a complaint. The process for complaining about an off-site direction or managed move would be the same as any other complaint (i.e. no separate process is needed).
- **Direction off site:** These are decisions made unilaterally by the School.¹¹ As such they can be subject to heightened legal scrutiny by way of judicial review (challenge to a decision made by a public body). This can be on grounds of irrationality (e.g. failure to take account of relevant factors, taking account of irrelevant factors, making a decision no reasonable person would make),

¹¹ Noting that it is always good to gain parental agreement, this can be withdrawn at any time.

procedural irregularity (e.g. not allowing proper reviews) and illegality (e.g. not acting within the legal framework). As such, decision making should be considered, with care taken to record a detailed rationale.

Conclusion

Managed moves, and off-site directions including cluster cross-site direction, are valuable tools for supporting behaviour management in schools. By following this guidance, schools can ensure these strategies are implemented effectively, providing pupils with the support they need to succeed.

Annex C – Internal Guidance on the Appropriate Use of Alternative Provision

Guidance on the Appropriate Use of Alternative Provision (AP)

Introduction

Alternative Provision (AP) refers to educational settings and programs designed to meet the needs of students who may not be coping or thriving in mainstream education. This guidance aims to support schools with using AP appropriately to help to support students' educational and personal development.

Schools must have due regard to the DFE guidance available here: [Arranging Alternative Provision - guide for LAs and schools](#). This guidance gives the following definition of Alternative Provision as...

...education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to offsite provision to receive education intended to improve their behaviour.

Objectives of Alternative Provision

- **Ensuring Suitable Education:** To arrange suitable education for children of compulsory school age who cannot attend mainstream provision due to exclusion, illness, or other reasons.
- **Behaviour Improvement:** To provide education for children on suspension or those directed off-site to improve their behaviour.
- **Reintegration:** To support children in overcoming barriers to learning and assist their reintegration into mainstream education or transition to post-16 destinations.
- **Quality Education:** To ensure that all children receive a good quality education, tailored to their age, ability, aptitude, and any special educational needs (SEN) they may have.
- **Early Intervention:** AP can support early intervention in mainstream schools to improve school capacity and capability to respond to rising issues over behaviour, attendance, mental health or other needs. Interventions can reduce the likelihood of children becoming persistently or severely absent, reducing preventable exclusion and the need for longer term placement into alternative provision.

Commissioning

Both the local authority and the school can commission AP, although the reasons behind each of them doing so varies.

- **Schools** will most typically be the commissioner in using AP to address behaviour concerns, such as using AP for children on a fixed term exclusion, or for an off-site direction.
- **Local authorities** must arrange suitable full-time education for children of compulsory school age who would not receive suitable education without such provision, e.g. due to medical conditions or following a PEX. Local authorities also maintain the responsibility for any placement for a child with an EHCP.

Regardless of who is taking the lead on commissioning, both parties should ensure the other is kept well informed about the placement and ensure plans for reintegration of the child back into mainstream are in place at a suitable point.

Types of Alternative Provision

1. **Off-Site Provision:** A range of external programs or settings that offer specialised support.
2. **In-School Units:** Dedicated units within the school that provide targeted support.

In-School Units

Purpose

- In-school units are designed to offer a supportive environment within the school where students can receive tailored interventions without being completely removed from the mainstream setting. The benefits of these settings are that the students receive continuity and have familiarity with staff and the rules and routines of their school, as well as protecting social connections and relationships.
- Whilst the main points in this guidance relate to external provision, schools should ensure similarly robust processes are in place for any provision provided on-site, particularly around quality standards, induction, record keeping and reintegration.
- Further information on using in-school units can be found in the DFE's [Behaviour in schools - GOV.UK](#) guidance.

Placing external children into an in-school unit (off-site direction)

- Most in-school units will be for a school's own students, although some do take children from other schools, particularly within United Learning such as through cluster arrangements.
- **Off-site direction:** In these scenarios, any placement of a child who isn't already on roll at the school would need to be managed via an off-site direction. The principles set out in the guidance on Managed Moves and Off Site direction must apply in these circumstances.
- **EHCP:** Where a child with an EHCP is placed in an in-school unit (i.e. within the school named on their EHCP), the relevant statutory duties for the school and local authority will continue to apply.

Registered and Unregistered Provision

- **Registered Provision:** Registered provision refers to AP settings that are formally registered with Ofsted. These settings are subject to regular inspections and must meet specific standards and regulations.
- **Unregistered provision:** includes AP settings that are not formally registered. While these settings may offer valuable support, they are not subject to the same level of oversight and regulation as registered provision. As such, if schools decide that unregistered provision is the most suitable setting for a child, it is essential they ensure checks are robust and regular. The

school (or local authority if they have commissioned the placement) is responsible for the safety and quality of the provision they use and that the placement is appropriate for the child's needs.

- **Quality assurance:** many areas use quality assurance frameworks, with local authorities, schools and providers working collaboratively to produce approved lists of local unregistered alternative provision. Approved providers are measured against clear, locally defined standards, including where registration may be necessary, safeguarding, health and safety, quality of accommodation, quality of education etc. However, even if a setting is listed on a local framework, the home school must still ensure they complete effective due diligence before placing a child in the setting.

Full time – Part time

Pupils have a right to full time education. Where it is in their best interests for reasons which relate to their physical or mental health for full time education not to be provided, education can be provided on such a part time basis as the Local Authority considers to be in the child's best interests. Therefore, before making part time provision the agreement of the Local Authority should be obtained. Failure to do so may result in legal challenge, especially if the pupil has Special Educational Needs and/ or a disability.

School's Responsibilities to Check Provision is Suitable

Schools must conduct thorough due diligence to ensure that any AP setting, whether registered or unregistered, is suitable for their students. This includes:

- **Quality Assurance:** assessing the quality of education and support provided. Alternative provision and the framework surrounding it should offer good quality education equivalent to that provided in mainstream (or special) schools. The provision must be suitable to the child's age, ability and aptitude, and any SEN they have. Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs.
- **Qualifications:** Children should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.
- **Safety and Welfare:** ensuring the setting has appropriate safeguarding measures in place. Schools should ensure there is a section within their Safeguarding Policy that addresses checks within any AP setting used by the school. The school (where the school is the commissioner of the placement) continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs. Should safeguarding concerns arise with the actual placement, the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.
- **Attendance:** When a child is attending an alternative provision school, the school must ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence. Arrangements must be in place whereby the AP setting notifies the school of any absences by the child. The school should always know where the child is during school hours. This includes having records of the actual address of the commissioned AP plus any subcontracted provision or satellite sites the child may attend.

- **Curriculum:** Alternative provision should aim to deliver a high quality, broad and balanced curriculum that responds to the needs and ambitions of all children, giving them the foundations and resilience to succeed in education and in their future life. [The DFE guidance](#) sets out further information on curriculum on page 20.
- **Staff Qualifications:** Verifying the qualifications and experience of staff. The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.
- **Facilities:** Checking that the facilities are adequate and safe.

Dual Registration

- Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the pupil to attend the provision. For the purpose of the school census a child should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Alternative Provision for children with an EHCP

- **Local authorities are responsible** for maintaining a child's EHCP. As such, if the educational setting named on a child's EHCP believes that the child would benefit from alternative provision, they should inform the local authority responsible for the EHCP so that the authority can then consider whether to review the plan.
- If the local authority agrees that an intervention from an alternative provider might be appropriate, the local authority would need to consult the child's parents, consider their wishes and consult with the alternative provider to ensure they are able to meet the child's needs.
- The local authority may need to review and amend the EHCP, for example to name the alternative provision school in Section I as a new placement or as a dual placement alongside the home school or other institution.

Induction and Assessment

- As a child can enter alternative provision at any point in their school career and at any point in the academic year, it is essential that robust induction and baselining take place. Prior to the placement starting, all relevant information from the school, local authority (if involved), relevant agencies and the parents should be shared, including information about any SEND or medical needs, safeguarding concerns, as well as academic achievement and any noted barriers to learning such as poor literacy. Information must be provided in accordance with data protection principles.
- A carefully thought through induction plan is essential in order to help establish the placement in a positive manner and support the child in building relationships with key people within the alternative setting. This will also enable the provider to better understand the child, therefore enabling any tailoring to curriculum / provision to take place to maximise the opportunities for success.
- A baseline of the child's previous attendance and engagement with education should also be included as part of the induction. This will enable the provider to effectively track and monitor

patterns of absence, future attendance and engagement and demonstrate improvements that are made.

- A plan and process should be agreed at the outset regarding reintegration of the child successfully back into their home school. The plan should include details of how to assess when the child is ready to return to their home school and should provide an appropriate package of support, from both provider and home school, to assist their reintegration.

Regular Monitoring

Schools should regularly monitor the progress and well-being of students placed in AP settings. This involves:

- **Visits:** Conducting regular visits to the AP setting as part of safeguarding and attendance checks, as well as ongoing quality assurance.
- **Feedback:** Gathering feedback from pupils, parents, and AP staff. The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement.
- **Review Meetings:** Holding review meetings to discuss the student's progress and any concerns – at least half-termly – to ensure the provision is achieving its objectives and that the child is attending regularly.

Documentation

Schools must maintain detailed records of the AP settings used, including:

- **Contracts:** Formal agreements with the AP provider outlining expectations and responsibilities.
- **Reports:** Regular reports on the student's progress and any issues encountered.

Monitoring and Evaluation of Alternative Provision

- **Regular Reviews:** Conduct regular reviews of students' progress and the effectiveness of the AP.
- **Feedback Mechanisms:** Gather feedback from students, parents, and staff to inform improvements.
- **Outcome Tracking:** Track academic, behavioural, and personal development outcomes to measure success.

Reintegration

- **Carefully planned:** Plans for reintegration back to the home school should be given as much care and attention as those for the initial induction.
- **Final report:** The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement. A final report should be produced in anticipation of the child returning to their home school.
- **Support:** When the placement is due to come to an end a discussion should take place between the home school, provider, child (if age appropriate), parent and any relevant external agencies to

confirm reintegration arrangements and agree any additional support the child may need, and who will provide it, in order for their return to mainstream school to be a success.

- **Destinations:** If the placement does not end with reintegration into the school – e.g. when a child reaches the end of Y11 while still in alternative provision – the provider and home school, if appropriate, should have a plan in place to secure a successful destination into further education, training or employment