



Montsaye Academy
The best in everyone™

Part of United Learning

Montsaye Academy Behaviour Policy



Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

Behaviour Policy

United Learning Behaviour Policy – Montsaye Academy

1. Aims

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the Behaviour system and follow it to bring about consistency of practice throughout the school.

The policy also ensures that students, staff, and parents understand the expectations of Montsaye Academy and that all stakeholders understand students' choices and the consequences of their decisions. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions.

The policy also outlines the rewards that help make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.

Montsaye Academy's key purpose is to ensure the safety, well-being and success of all our students. To ensure success for all, we have in place a range of interventions, and we explicitly teach about behaviour, well-being, and social conduct in our curriculum. We believe that all children have the right to disruption free learning and therefore poor conduct both within and outside of lessons leads to clear consequences and sanctions. The aim of these sanctions is to correct the misbehaviour and prevent any further disruption to learning.

Our policy is built around our core values of Honesty, Respect and Compassion and is aimed at promoting the prevalence of behaviours aligned to these values. The policy details both sanctions and rewards for behaving in a way that contravenes or demonstrates these values respectively.

In addition to our core values, we expect all students to uphold our 5 student pledges:

Pledge 1 – We do the right thing, at the right time, for the right reason.

Pledge 2 – We uphold the core values of Honesty, Respect and Compassion.

Pledge 3 – We are a telling school so that we are never a bystander.

Pledge 4 – We will complete our attendance jigsaw.

Pledge 5 – We aim for excellence in everything we do.

These pledges unite all students within our community and promote a sense of belonging and pride to be part of our school.

Montsaye Academy understands its duties under the Equality Act 2010 regarding the relevant characteristics protected by the act when applying this policy. We also take into account the needs of pupils with special education needs in line with SEND Code of Practice 2015. The academy will also consider its safeguarding policy where appropriate.

2. Core Value Expectations

Our core values are all virtue based, and we explicitly teach students how to exhibit the virtues by demonstrating a high standard of moral behaviour. We expect our students uphold these core values both in school and within the community.

Respect
"We show respect in everything we do – manners cost nothing"
Behaviours that demonstrate respect:
<ul style="list-style-type: none">-Demonstrating good manners e.g. holding doors open, saying please and thank you, saying good morning, asking people how they are- Respecting adults and students alike – treating others as you would wish them to treat you- Following all instructions at the first time of asking- Respecting the environment. Make sure all litter goes into the bin & respect our toilets- Listening carefully and giving people your full attention-Not talking when others are speaking
Honesty
"We demonstrate honesty all of the time, especially when we make mistakes"
Behaviours that demonstrate honesty:
<ul style="list-style-type: none">-Always telling the truth no matter how difficult-Acknowledging and apologising when you have done something wrong-Encouraging honesty from your peers-Reflecting openly on your performance and conduct-Being honest with yourself and always performing to the best of our ability
Compassion
"We show compassion towards others and look after all members of our community."
Behaviours that demonstrate compassion:
<ul style="list-style-type: none">-Taking time and listening to others without making a judgement-Helping any member of our school community-Showing empathy towards others-Completing random acts of kindness-Being kind to all members of the school community

3. Policy Implementation

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

All staff will be trained in the new policy and given scenarios to talk through and raise any questions. The Senior Leadership Team of the academy are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

The policy makes the expectations clear for students in terms of expected behaviour both in lessons and around the school building including the wider community.

Around the Academy

Calm, sensible, safe, and polite behaviour is imperative whilst moving around the academy. Students are expected to adhere to the one-way system and move in a manner that does not put them or anyone at risk.

Dining Rooms

Students should behave in a calm, polite, respectful manner in the café and restaurant. Students should use the designated seating areas to eat their food and clear up any litter when they have finished.

- Students are expected to wait in the lunch line calmly with students side by side
- Students must respect the environment by leaving the area clean and tidy
- Year 7 + 8 are to use the café only
- Years 9-13 are to use the restaurant area
- Years 12 +13 can also buy food from the sixth form food area
- No year 8, 9, 10, 11, 12 or 13 students should enter the year 7 only courtyard

Toilets

- There are 7 opportunities for students to use the toilets outside of lesson times. Students will be discouraged from using the toilet during lesson unless it is an emergency or they have a medical or temporary toilet pass. This is to prevent any loss of learning time.
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance with the school policy.
- Toilets are not locked at any point however students must not enter the toilets if they are in the process of being cleaned. No entry barriers will be in place during the cleaning procedure and students must use a different set of toilets during this time.

Lifts

Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use. Lifts usage will be limited to one person at a time.

Uniform

All students must adhere to the uniform policy:

Compulsory Items from school supplier - www.karlsportsclothing.co.uk

Blazer	Grey with Montsaye Logo on left chest
--------	---------------------------------------

Tie	Red , yellow, green or blue stripe
Compulsory items to be worn – can be purchased at parent's discretion	
Shirt	White long sleeved or short sleeved shirt to be worn with the school tie.
Trousers	Grey, straight style not tapered or flared. Straight leg and must be full length trousers, NOT tight fitting, skinny or flared, no additional decorations, no leggings, jeggings, combat trousers, denim, cord, hipsters, or studs.
Shoes	Black leather or leather like shoes only. No canvas, trainers, pumps or Vans To be worn with black socks
Other Expectations	
Hair and headwear	<ul style="list-style-type: none"> -Natural colours of hair only -Hair dye is permitted but only in natural colours -No extreme haircuts – anything we deem inappropriate for a school environment eg grade 0 all over, patterns shaved into short hair, any form of cultural appropriation (This list is not exhaustive) -Religious head wear only - no caps, durags or other head wear
Piercings	<ul style="list-style-type: none"> -Studs only in ears – no hoops -Discrete nose studs are permitted – no hoops or septum piercings. -No eyebrow piercings -No ear stretchers -No other facial piercings <p>(any permitted piercings will need to be removed for PE, dance, food and any other subject where they would contravene health and safety regulations.)</p>

Coats	Coats are permitted but must not be worn in place of a blazer. Coats must not be worn in class
Hoodies	Not permitted on school site.

Reasonable Adjustments

In applying this policy, the school considers its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also considers the needs of pupils with special educational needs in accordance with the SEND Code of Practice.

The school will also have regard to its safeguarding policy where appropriate. We understand that this will be difficult for some students. It may be even more challenging for some students with special educational needs. We will therefore, like always, look to reasonably adjust where necessary.

Students with identified SEN may have reasonable adjustments put in place which will be agreed with the parent/carer and student. Reasonable adjustments may include but are not limited to:

- An Extra 'warning' in classroom.
- An Extra 'warning' in unstructured times.
- Fidget toys.
- Specific seating position within classroom.
- Time out – there is a designated area where students can have 5 minutes as 'time-out' if required. (this is primarily only for students with an ADHD diagnosis)

Any reasonable adjustments will be shared with staff.

4.Statutory Documents

The policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and Discipline in Schools](#)
- [Searching, screening, and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the special education needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulation 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 required the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE Guidance explains that academies should publish their behaviour policy and anti-bullying strategy online. The policy complies with our funding agreement and articles of association.

5.Definitions

Misbehaviour is defined as but not exclusive to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork and homework
- Defiant behaviour
- Swearing or inappropriate language
- Refusal to follow instructions from any adult
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as but not exclusive to:

- Serious or repeated breaches of the academy rules
- Persistent deliberate defiance
- Any form of bullying
- Threatened or actual violence against a pupil or member of staff
- Sexual harassment is unwanted conduct of a sexual nature such as comments, sexual jokes including online abuse
- Truanting
- Sexual assault or violence, which is any unwanted intentional sexual touching
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic, or discriminatory behaviour

Possession of any prohibited items. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

6. Behaviour System

Classroom expectations

All students are entitled to disruption free learning. The following is a non-exhaustive list of disruptive behaviours which are likely to result in the behaviour system being invoked:

- Talking unnecessarily – idle chatter or conversations unrelated to the lesson
- Calling out without permission – interjecting without raising a hand which can interrupt the teacher or other students
- Not starting work – delays in beginning assigned tasks or following instructions
- Lacking respect – Disrespectful behaviours towards teachers or peers
- Any other behaviours which causes disruption to the learning of others

Where disruptive behaviours are being demonstrated, Montsaye academy operates a 2 stage behaviour system which consists of a warning followed by removal from the lesson if the behaviour persists.

Warn

A verbal rule warning ('Warn') should be issued by the member of staff in the first instance. This is logged onto Arbor.

Remove

Students whose misbehaviour continues after the warning will be removed from the class and will be escorted to a 'remove room' and will receive a 20-minute detention the next day. This is logged onto Arbor as a 'Remove'. (*please note the same system applies in a 'remove room' apart from it is not logged as a remove but as a 'failure of the remove room'*)

If a student walks out of lesson, without the permission of a member of staff, then this is logged as a remove and a 20-minute detention is set for the next day.

Reflection

Some misbehaviours will result in students spending a period of time in Reflection where they will complete their schoolwork. This room operates from 08:45am until 15:00pm every day, if a student has had no strikes during the day and has completed a substantial amount of work they will be allowed to leave at 15:00pm. Students also have break and lunch at a different time from the rest of the school, but do not leave Reflection. They are expected to work in silence throughout the day. Students will be provided with their lunch and have access to water throughout the day. A toilet is always available for students to use. It is a well-lit, open room with windows that remain open for ventilation. Upon entering Reflection pupils will; sign in on the register, handover their phone, then sit in a designated seat in the room.

The room operates a five-strike policy. If a student receives five strikes (7 strikes for students with an adapted policy), then they fail the day (possible suspension) and repeat it. If a student walks out of the Reflection room without permission, they will repeat the failed day and complete an additional day for removing themselves from the room.

A student may be placed in Reflection for the following reasons:

- If a student does not go to the 'remove room' or fails, the 'remove room' then they will be placed in Reflection for the remainder of the day
- If a student is truanting they will be taken to Reflection
- Failing an SLT detention (after school detention)
- Failure to attend any detention will result in Reflection
- If a student is removed from 2 lessons in the same day they will be placed into Reflection for 1 day and their parents **MUST** be contacted via phone and/or email to confirm this message. *NB -a reasonable adjustment for some students may mean that the threshold is increased from 2 to 3 removes*

- If a student receives 3 SLT detentions in one term (1/2 term) they will go to Reflection for 1 day
- If a student is removed from 4 lessons in a week then they will have an SLT detention at the nearest possible date. *NB -a reasonable adjustment for some students may mean that the threshold is increased from 4 to 5 removes*
- If a student receives 7 ‘warnings’ (9 for adapted policy) in a week then they will receive a SLT detention. Students will receive a formal letter requesting a meeting with their Progress Leader and be placed on report. *NB -a reasonable adjustment for some students may mean that the threshold is increased from 7 to 9 warnings*
- Any other incident of misbehaviour for which Reflection is proportionate.

Refusal to go to Reflection will result in a Fixed Term Suspension with 1 day in Reflection upon re-integration with parent/carer (this is to include the day in Reflection that was refused initially)

See Appendix 1 for adjustment to Policy for students with ADHD.

Late Detentions

All KS3 and KS4 students who enter through the main school gate after 8.40am are then directed to a different entrance and are classed as being late. 2 x lates per week. = 20 minute HRC detention (lunchtime detention) to be completed the following day.

If a student is purposefully delaying their arrival to lesson and purposefully late to a lesson they will be classed as truanting and will be placed in Reflection.

Expectations in detentions:

Students

- Arrive on time
- Put bags and coats under their chairs
- Face towards the front
- Do not communicate with other students or make any noise
- Have a book to read and/or complete a character reflection activity

Failure of a 45 minute SLT detention for making noise/talking or failing to follow instructions will result in the student being placed in Reflection the next day.

If a student does not attend their detention, they will be placed into Reflection the next day. (if the student is absent or unable to go into reflection then they will go into reflection the next available day.)

Staff

- Arrive on time to welcome the students
- Supervise and ensure that behaviour expectations are met
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention
- Lead member of staff decides on further consequence after conversation with the Assistant Principal, Vice Principal or Principal depending on seriousness

Behaviour around school/Consequences of Poor Behaviour

We have high expectations of our students both in lesson and outside of lesson.

Consequently, we will sanction students accordingly if they break our rules. These are all based around our core values of **HONESTY, RESPECT and COMPASSION**.

DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'

The definitions of misbehaviours and serious misbehaviour were included in section 5. A non-exhaustive list of misbehaviours around school that may result in detention or reflection depending on the severity are as follows:

- Refusal to follow the one-way system
- Wearing uniform incorrectly
- Refusal to follow instructions
- Dropping litter
- Running through corridors
- Pushing or shoving
- Shouting in the corridors
- Swearing
- Being found in an out of bounds area
- Multiple students using the same toilet cubicle
- Throwing objects

Fixed Term Suspensions

For serious misbehaviour or repeated misbehaviour a fixed term suspension may be considered. A fixed term suspension is a very serious sanction and the decision to issue a suspension will not be taken lightly.

The decision to suspend a student from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Senior Vice Principal is designated as 'Acting' in this instance).

If a decision is made to suspend a child, the parent/carer will be informed by telephone and the details of the suspension will be followed up by a letter.

Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. Parents/carers are expected to attend a readmission meeting with a member of the behaviour or senior team and sometimes a governor on return from any suspension.

A non-exhaustive list of why a student may receive a fixed term suspension is below:

- Persistent breaches of the behaviour policy
- Deliberately risking the health and safety of others in the school
- Deliberately spitting towards somebody else
- Walking around the building without permission
- Persistent failure to comply with code of conduct
- Fighting (Primary fighter – Secondary fighter)
- Refusing/failure of Internal Reflection
- Swearing at a member of staff

- Setting off fire alarm/extinguishers
- Damage to school property including graffiti
- Continued Bullying
- Bringing alcohol into school or being under the influence of alcohol or other substances
- Malicious allegations against staff
- Theft
- Harassment or intimidation of a member of staff or student at school or off site
- Bringing the Academy into disrepute (including when travelling to and from the Academy)
- Refusal to hand phone over after using in school (See it, hear it, take it)
- Intimidation or aggressive behaviour towards other students
- Repeated non-cooperation with a member of staff
- Non-compliance with Academy rules
- Using lighters matches or cigarettes
- Sexist, racist or homophobic behaviour

When a child is suspended work will be sent or provided for the child to take home. The child should complete the work at home and show this during the re-integration meeting. Failure to complete the work to a satisfactory standard will result in time in Reflection. If the work is completed to an acceptable standard the student will return to normal lessons following the meeting and will be placed on a report.

See [Suspension and Exclusion Policy](#) for more detail.

Off Site Direction / Alternative Provision

Please note that Alternative provision/Off-site direction may be considered immediately for a serious incident and may also be considered if there have been persistent breaches of the behaviour policy.

In any case where a student is educated off-site for a period, their progress will be reviewed at regular intervals – this is done every 6 weeks.

Permanent Exclusion

In accordance with the Department for Education's publication [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) a permanent exclusion may be issued for a one-off serious breach of the Academy's behaviour policy or for persistent breaches of the Academy's behaviour policy.

A non-exhaustive list of serious misbehaviour or repeated misbehaviour which may result in permanent exclusion are below:

- Carrying or supplying illegal drugs
- Carrying or using an offensive weapon
- Persistent serious bullying (the above are the Principal's three lines in the sand)
- Serious actual or threatened violence against another pupil or individual on site
- Serious damage to school property
- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Where an offence is repeated after fixed-term exclusion
- Where the health and safety of others is at risk including setting off fireworks

- Serious intimidating behaviour towards a member of staff
- Serious breach of the behaviour policy
- Persistent breaches of the behaviour policy

7. Prohibited Items – Screening, Searching and Confiscation

In accordance with the Department for Education's guidance: [Searching, Screening and Confiscation Advice for schools \(July 2022\)](#), Montsaye Academy staff may undertake screening or searching if there is a belief that a child has a prohibited item in their possession.

The Department for Education's publication identifies the following banned items:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- Electronic cigarettes/ Vapes
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Searching

Any banned item in the section listed above can be searched for. Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil. Two members of staff must be present when conducting a search.

At Montsaye Academy the Principal gives authorisation to any members of the Pastoral team to carry out searches.

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.

School 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 school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Please note - The school will notify parents when a search has taken place regardless if items are found or not. The school may search students 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; blazers; shoes; 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 school that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school's usual complaints policy. The law relating to searches provides schools with 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 may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them **if there's a risk of serious harm**.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school 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.

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 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, and the school's own Equal Opportunities policy.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Over the counter and prescription medicines are dealt with in the medical treatment section of this policy. The school takes into account guidance issued by the Department for Education. The school 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 school will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely, except in exceptional circumstances, to lead to permanent exclusion from school.

Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Any incidents will be reported to the governors for their consideration.

Confiscation of drugs - Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

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

Other Prohibited Items

- No chewing gum
- No water pistols
- No energy drinks
- No drinks in glass bottles
- No Laser pens

Confiscation

Any prohibited items in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. We also reserve the right to hand confiscated items over to the police if deemed necessary or appropriate. If we suspect that a student is carrying a prohibited item we reserve the right to search them. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

However, where a student persistently brings/uses banned items during school hours, parents may be requested to come to collect. Unclaimed items are sent to lost property in the reception area at each half term.

These items are then periodically given away to charity shops if left unclaimed.

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

8. Mobile Phones and Smart Watches

Mobile Phones

No mobile phones are to be seen or heard during the school day. If a phone is seen or heard it will be confiscated and taken to student reception.

The Academy follows 'See it, Hear it, Take it'. Procedure:

- We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds

- Phones that are confiscated will be stored in a secure place at student reception and can be collected from student reception at 15.00pm.
- The restriction is in place at all times while students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be put away before students enter the school gates and not accessed until they have left the site.
- Students will be able to contact home by approaching their Progress Leader.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in Reflection for the rest of the day until 15:00pm and the phone will still be confiscated until the end of the school day and placed at student reception to be collected at 15.00pm

Smart Watches and Earphones/Headphones

Smart watches are permitted but any student found using one to send or receive communication will have their watch confiscated and the procedure will be the same as for mobile phones. Smart watches, and any other watch, are not permitted in any exam or assessments. Failing to adhere to this in a GCSE or A Level exam will be disclosable to the exam board and may result in an automatic U grade for that paper.

Earphones, earbuds and headphones are not permitted in school and will be confiscated if students are seen using them and the procedure will be the same as for mobile phones.

9. Supporting Students in Managing their Behaviour

Where students are struggling to manage their behaviour, the Academy will consider various strategies and interventions to support the student to improve their behaviour.

Support is put in place on a case-by-case basis, considering any specific needs.

These may include, but are not limited to:

- Time out card
- Adjustment to behaviour policy in lessons
- Counselling
- Protective behaviours
- Take a Break
- Peer mentoring
- Staff mentoring
- EHA
- Strive programme
- TARGET/RISE
- Referral to the wellbeing team (who provide a vast array of different packages)
- Referral to school nurse
- Referral to child protection officer and/or social services
- Referral to external agencies: CAMHs, TPT, YOT, Educational Entitlement, Educational Psychologist (EP)

- Individual Behaviour Plan (IBP)

As mentioned in section 3, where a student has special educational needs, reasonable adjustments will be considered and agreed with staff and parents.

Multi-Disciplinary Intervention

Some of our students are very vulnerable and require additional support and the implementation of sanctions alone is not appropriate. Such case will be discussed at the multi-disciplinary intervention meeting (MDI).

MDI meetings take place with the following staff present:

- Vice Principal
- Assistant Principal/DSL
- Assistant Principal for Inclusion and SENDCO (LAC Co-ordinator)
- Attendance Manager
- Progress Leaders
- Student Welfare Officers
- PPM Co-ordinator

These meetings are held every week to determine additional interventions for students based on;

- Risk of Permanent Exclusion
- Persistent poor behaviour
- Poor academic progression Progress Leader reports – underachieving in all core subjects
- Serious underachievement identified through monitoring
- Identified as vulnerable e.g. LAC/SEN
- Specific SEN that prevents engagement in mainstream lessons
- Attendance issues/Trualling
- Reintegration from alternative provision, excluded from another school, off-site direction or returning from extended absence

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons.

The Assistant Principal for Pastoral will chair these meetings. Minutes are taken at every meeting and actions are reviewed weekly. Report Cards Students on report will have 3 measurable targets.

Classroom teachers will be made aware via Arbor they are on report. The student will have a weekly review meeting with the member of staff to look at the targets for that week.

10. Rewards

The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation in and around the Academy. This policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values.

Our reward system revolves around showing 'good character' around the Academy.

At any time throughout the day a member of staff can award a pledge point on Arbor for those students who have shown our core values and pledges: **respect, honesty, and compassion and pledges 1-5.**

At the end of the lesson the teacher may also award a lesson star for which a Golden Ticket will also be allocated. Praise points can also be awarded on Arbor for those students who have had an outstanding lesson and gone above and beyond. Golden tickets can be placed into our 'In it, to win it' prize box where they could be drawn at random at the end of each term.

Praise points can be traded in for alternative rewards or kept and totalled up or the equivalent.

Students will also be awarded praise points for having a full week of attendance, attending enrichment activities and taking part in leadership opportunities.

Staff also praise and reward children for good behaviour in a variety of ways:

- Awarding a Lesson Star
- Character Sought/Character Caught
- Teachers congratulate children
- Teachers call home to inform the parents
- Nominated for an award in termly awards assemblies
- Nominated for an award for the Rewards Evening
- Nominated for the Pledge awards each term – showing our values in school
- Reward trips/events
- Rank Order Assessment

Letters will be emailed to parents as students hit different milestones to recognise their hard work and effort.

Stars of the week

Each week departments will nominate their stars of the week. This could be for exemplary classwork or for demonstrating one of the core values or for upholding one of our pledges. This will be shared in our weekly parent bulletin and on our social media platforms.

11. 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.

We have a 'TELLING SCHOOL' ethos where every allegation of bullying will be full investigated.

Pledge 3 - *We are a telling school so we are never a bystander.*

We do not accept name calling or inappropriate language as 'banter'.

Please see our [Anti-bullying policy](#) for full details.

12. Sanctions

24 hours' notice of a detention is no longer required. 'Schools don't have to give parents notice of afterschool detentions or tell them why a detention has been given' (<https://www.gov.uk/school-disciplineexclusions>).

However, in most cases, notice will be given via a phone call, email or automated message through Arbor.

Parental permission is also not required provided that:

Staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent
- Teacher training days

Any staff member may give detentions.

A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

Malicious accusations against staff

These can be very damaging for a member of staff's welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student(s) will be sanctioned with an exclusion.

The length of exclusion and whether this is internal or external will be treated on a case by case basis.

The power to discipline beyond the school gate

Be aware that the behaviour policy can extend to activities outside the school day and off the school premises 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.

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

This will include any instances of cyberbullying or mis-use of social media.

13. Use of social media

The policy applies to all forms of social media and applies to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Mis-use of social media include (this is not an exhaustive list):

- Damaging 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

Students can report mis-use of social media to any member of staff in the Academy.

This should be logged under E-safety concern if this happens and a member of staff (varies depending on seriousness) will investigate and sanction. Any incident relating to safeguarding will be handled by a member of the safeguarding team.

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 is in place.

Key words are picked up by our 'Imperio' software and usage is tracked and sanctions applied where applicable. Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted.

However, breach of the policy on the use of social media will result in sanctions.

14. Use of reasonable force

The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'

(<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff 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. Use of force may also relate to searches as outlined in Section 7.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again.

Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan and share this with the parents.

Any time a member of staff uses any form of restraint a 'Positive handling' form is completed and kept with the 'Positive handling' log. Parents are always notified alongside the Vice Principal – Pastoral and DSL.

15. Investigating Serious Incidents

If there is an incident that requires an investigation, then this should be overseen by the Vice Principal or an Assistant Principal.

If neither are available, then the Progress Leader should carry out the investigation.

- Student(s) involved should be isolated immediately in Reflection (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individuals were there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.

- Phones should be taken from the student(s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in the writing the statement).
- The student(s) will remain in Reflection until the investigation is complete.

Any members of staff who were witnesses should email the member of staff overseeing the investigation with full statement as soon as possible.

- Any student(s) who were witnesses should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the student(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with the Vice Principal on sanction to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this must be decided by the Principal or 'Acting Principal' if the Principal is not available.
- Parent(s) will then be contacted to inform them of the incident/outcome where appropriate. This should include any victim involved in the incident. N.B if a search of a student or belongings (i.e. mobile phone/bag/jacket) is required then there must be at least 2 members of staff present.

Linked documents

- [Exclusion Policy](#)
- [Anti-bullying policy](#)
- [Attendance Policy](#)
- [Safeguarding Policy](#)
- [Uniform Policy](#)
- [SEN Code of Practice](#)

Contextual Safeguarding

The context and motive of a pupils misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the pupil or they feel the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding policy without delay.

Appendix 1

Adjustment to Behaviour Policy for students with diagnosis ADHD DfE guidelines: 'reasonable adjustments to policies and practices'

Rationale Montsaye Academy is a fully inclusive school and recognises ADHD as a neurological disorder and disability.

It is vital to adjust policies and practice to ensure that students with ADHD are not discriminated against and have the best possible chance to succeed in school. We recognise that there is not one singular approach for every student so regularly review strategies and adjustments that are in place.

We use the 'Assess, Plan, Do, Review' model from SEND descriptors to structure our approach.

Stage 1 Meeting with parent and student to agree on appropriate adjustment to Behaviour Policy and strategies to be used in lesson. SENDCO and Assistant Principal to attend.

Stage 2 Strategies and adjustments placed in the students 'Inclusion Profile' pro-forma and sent to all the teachers and support staff. SENDCO convenes a meeting with teachers of the students to discuss strategies.

Stage 3 Review of strategies and adjustment to policy with parents twice a year. SENDCO or Vice Principal / Assistant Principal to attend.

Adapt the 'Inclusion Profile' pro-forma if necessary and share adjusted strategies with staff.

Examples of Strategies

- Increased use of praise within lessons
- Reduced length of time in Reflection according to need
- Fidget toy warning given before 'warn, remove'
- Fresh air/movement breaks in completing sanction in reflection
- Time out card
- Seating plan adjustment – to be sat at the front of classroom
- Strategies will also be put in place to support any learning needs that the student has

Examples of adjustment to Behaviour Policy (this is not an exhaustive list and other strategies and adjustments will be considered on a case by case basis and also dependant of Educational Psychologist reports).

Equality Impact Assessment – we have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership).

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the Behaviour system and follow it to bring about consistency of practice throughout the school.

The policy also outlines the rewards that help the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour.

We understand that Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carer and student. This will contain any reasonable adjustments.

Annex A - The Graduated Approach

Behaviour is influenced by many complex factors, and it is important not to issue consequences or sanction where support is the appropriate response. Schools should demonstrate high expectations of all students. At all times, schools should scaffold the best behaviour that a student is capable of. The flowchart on the final page may be helpful for schools in devising their approach.

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 daily / weekly home-school reports or home-school mood diary / tracking

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

- Where applicable, we will consider the student's sensory needs – smells, sounds, lighting, temperature, and complete a sensory profile, if needed.
- 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
- Provide additional think time or pre-prepare student prior to reading aloud / questioning
- Increase immediacy / frequency of bespoke rewards
- 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
- Promoter
- 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:

- Key worker support / extraction to enable success
- Completion of a problem-solving frame / reflection document with key worker

SENCo / External Professional Input

- Solution focused planning session
- Further recommended staff CPD

Annex 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.¹ 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), 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.

¹ Noting that it is always good to gain parental agreement, this can be withdrawn at any time.

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