Improving the life chances of all students

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CODA BEHAVIOUR PROTOCOLS 2022-23

CODA vision

1. Teach a broad, balanced and ambitious curriculum to help students learn the knowledge and skills they need to achieve academic, technical and vocational success.

Improving the life chances of all students

2. Create and maintain an inclusive culture of high expectations, positive behaviours and supportive relationships.

3. Focus on students' personal development through a CEAIG, PSHE, RSE and SMSC curriculum and the promotion of British Values.

CODA core values

Improving my life chances by being

the 3Rs — Respectful · Responsible · Ready to Achieve

Respectful
I can show this by...
- Being **POLITE** to others (students & staff)
- Being **POSITIVE** in my use of language and my behaviour
- Showing **PATIENCE** and understanding

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Responsible
I can show this by...
- Being **PREPARED**
- Being **PUNCTUAL** (arriving on time)
- Being well **PRESENTED** (uniform)

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Ready to Achieve
I can show this by...
- Having **HIGH ASPIRATIONS**
- **PARTICIPATING** in lessons and school life
- **PERSEVERING** when I find things difficult

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CODA BELIEFS

1. All students and staff deserve to learn and work in an environment that is calm, safe, supportive and where they are treated with dignity.

2. Behaviour is any action (positive or negative) demonstrated by any member of the academy community (students, staff and parents/carers).

3. Positive behaviours are vital in ensuring that teachers can deliver the curriculum so that students can learn.

4. A culture of positive behaviour is crucial to the wellbeing of students and staff.

5. Being taught how to behave well and appropriately is vital to improving the life chances of our students, especially those who struggle to adapt and adhere to school rules and routines due to factors (exacerbated by the disruption caused by the coronavirus pandemic) such as deprivation, adverse childhood experiences (ACEs), mobility, and (undiagnosed) special educational needs.

6. The role of parents is crucial in helping the academy to maintain a culture of positive behaviour by reinforcing positive behaviours and through their involvement and support in meetings following misbehaviour.

7. Positive behaviours are crucial to our vision and therefore will always remain a strategic priority.

CODA AIMS

By everyone consistently adhering to the academy's vision, values and beliefs, and the rules and guidance within these behaviour protocols, we believe we can achieve the following **aims**:

1. CODA is a calm, safe and supportive environment to learn and work.

2. Everyone is Respectful, Responsible and Ready to Achieve.

3. All students experience a culture of high expectations relating to behaviour and effort.

4. Positive behaviours are maximised by being taught, modelled and rewarded.

5. Children are supported to take responsibility for their behaviour.

6. Negative behaviour incidents, including bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively.

7. Responses to negative behaviours are calm and consistent, predictable and proportionate.

8. Sanctions relating to negative behaviour incidents (including lesson removal, detentions, and suspensions) are minimised.

At CODA, we recognise that behaviour can be positive *and* negative:

The positive behaviours we aim to maximise include:

• being Respectful, Responsible and Ready to Achieve

• upholding British Values, such as tolerance

• being calm and in control of emotions

• being kind and considerate

• cooperation, collaboration and problem-solving

• engaging fully in learning

• self-motivated learning e.g. homework

• going "above and beyond"

• contributing to the community

CODA staff encourage and positively reinforce these behaviours through established routines:

1. Positive meet & greets and calm exits

2. Teach, model and reward positive behaviours

Rewards include:

• Verbal praise (public or private) linked to the "3Rs" at the gates, on the corridors, in lessons, at break, during form time and assemblies, etc.

• Automatic "3Rs" Class Charts points every lesson

• Extra points for going "above and beyond"

• Passport Pledges linked to Class Charts points

• Class Charts 'shop' to spend points

• Recognition on the board for positive behaviours

• Home contact - **one positive postcard/certificate or phone call every week per teacher**

• Visual and written recognition on plasma screens, corridor displays, academy website and social media, in blogs and newsletters, etc.

• 'CODA credit cards' (front of queue passes, etc.)

• Rewards - Activity Days and non-uniform days, book tokens, vouchers, prize draw, etc.

The hard work of staff is also recognised through "Wispa Wednesday" certificates, Thank You postcards, Coffee and Cake mornings, recognition in staff briefings, etc.

The negative behaviours we aim to minimise include ANY actions that undermine the academy's vision and values by being:

• disrespectful

• irresponsible

• a barrier to achievement

This includes any behaviour that disrupts teaching and learning and is detrimental to the wellbeing, dignity and safety of students and staff.

CODA tackles negative behaviours through:
1. Clear rules and routines (e.g. Three Steps)
2. Parental contact
3. Consistent, proportionate consequences:
  • After-lesson/breaktime chat
  • Work to be completed at home monitored by parent
  • Logical consequences e.g. tidy up, apologise, etc.
  • Lesson removal (Buddy Room/3Rs Room)
  • Same-day after-school teacher/HOD detentions
  • SLT detentions
  • Report Cards
  • Loss of social time ("LOST Room")
  • Community service (e.g. litter picking)
  • Loss of privileges (e.g. Prom)
  • Internal suspensions (in school/partner school)
  • External suspensions
  • Restorative Conversations/Meetings
  • Managed moves (Fresh Start/Fresh Start+)
  • Permanent Exclusions
4. Targeted interventions e.g. TFTF

Our priority after negative behaviour incidents is to get students back to learning as soon as possible.

We believe that praise and rewards, consistent and proportionate consequences, and **unconditional positive regard** help to build 'emotional currency' with students which facilitate the positive relationships required to maintain high standards and due regard for authority whilst maintaining/restoring teacher-student relationships after behaviour incidents.

A focus on restoration (not revenge) and individualised responses and support to help students learn how to self-regulate and improve their behaviour (or at least make sufficient amends) is also crucial to our approach.

The CODA Behaviour Code – This is how we do it here, every day

CODA Rules & Values

1. Be Respectful

2. Be Responsible

3. Be Ready to Achieve

Relentless Routines

1. Positive meet & greets and calm exits

2. Teach and model the positive behaviours we *DO* want

3. Reward the positive behaviours we *DO* want inc. home contact

4. Address the behaviours we *DON'T* want using the Three Steps

5. Consistent follow up & proportionate consequences

Build & Maintain Relationships:
"unconditional positive regard"

Reparation not revenge:

Reflect, Repair, Reset

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CODA BEHAVIOUR STEPS

STUDENT BEHAVIOUR	STEP	CONSEQUENCES
YOU *ARE* MEETING THE '3RS'. THANK YOU AND WELL DONE! PLEASE KEEP IT UP.	☺	**SHORT-TERM REWARDS, FOR EXAMPLE:** • Class Charts points to 'spend' • Praise phone calls / postcards / certificates • SLT 'credit cards' e.g. queue jump passes • Activity Days / non-uniform days **LONG-TERM REWARDS OF A GOOD EDUCATION, FOR EXAMPLE:** • Improved job opportunities • Higher wages • Increased independence • Better physical, emotional and mental health and wellbeing • Longer life expectancy

STUDENT BEHAVIOUR	STEP	CONSEQUENCES
YOU ARE *NOT* BEING - RESPECTFUL - RESPONSIBLE - READY TO ACHIEVE	**1**	*REMINDER*
	2	*WARNING AND 3RS POINT(S) REMOVED*
	3	*FINAL WARNING + REPARATION*

LESSON REMOVAL	STEP	CONSEQUENCES
(A) YOU FAILED THE FINAL WARNING	**4**	*DEPARTMENT BUDDY ROOM* *or* *SLT BUDDY ROOM* *or* *3RS ROOM* **PLUS** *SAME DAY AFTER-SCHOOL DETENTION* (Failure to attend detentions will lead to longer detentions/suspensions)
(B) YOU FAILED TO ATTEND/COMPLETE REPARATION		
(C) YOUR BEHAVIOUR IS MORE SERIOUS For example: • Defiance/refusal (inc. detentions) • Truancy • Swearing directly at a teacher • Bullying (verbal, physical, etc.) • Persistent taunting/teasing • Abuse relating to gender, race, sexual orientation or disability • Threatening language/behaviour • Fighting/assault/physical harm • Intentional damage to property • Theft • Possession of a prohibited item • Surging on corridors	**5**	The consequences of more serious behaviour will be decided on a case-by-case basis after an investigation, for example: *SLT DETENTION (1 hour)* *SLT BUDDY ROOM / TRUANCY ROOM* *LOSS OF SOCIAL TIME* *INTERNAL SUSPENSION* *EXTERNAL SUSPENSION* *PARENT PHONECALLS / MEETINGS* *MANAGED MOVES* *PERMANENT EXCLUSION*

APPENDIX 1 – TEACHER GUIDANCE ON COMMON BEHAVIOUR ISSUES

LATE TO SCHOOL

If, without a legitimate reason, a student arrives…

After 08:40, the office will mark them late, give them a late slip and deduct -1. The Form Tutor has the discretion to set a proportionate amount of time owed to ensure it is manageable for them. "You owe X minutes. I'll see you at Break A/B/end of the day".

Late to school -1

After 08:50 the office will mark them late, give them a late slip and deduct -10.

After 09:30 the office will log an unauthorised A.M. absence, give them a late slip and deduct -10

Late after 9am (-10)

Students arriving after **08:50** will attend L.O.S.T. during either Break A or B. Parents/Carers will also get a text/phone call home. As the student has already received -10 and L.O.S.T. no further action is required from the Form Tutor or Teacher as long as the student present the late slip.

LATE TO FORM/LESSON

Use a script e.g. "Good to see you, take a seat." "Please be Responsible by being on time. Thank you".

Follow up privately at a time that doesn't interrupt lesson flow, maybe outside the room.

Late to Form / Lesson -1

IF NO LEGITIMATE REASON /NOTE / LATE SLIP: "You owe X minutes. I'll see you at Break A/B/end of the day".

The teacher has the discretion to set a proportionate amount of time owed to ensure it is manageable for them.

MOBILE PHONES

Mobile phones are NOT to be used on-site during school hours (unless, in exceptional circumstances, permission is asked for and given).

If a student is seen checking or using their phone staff will confiscate it until the end of lesson/break. Students could place their phone face down on their desk until the end of lesson.

Phone Confiscated (-2)

If the student refuses to comply, staff will first remind students of the next step then, if necessary, request SLT support who will confiscate the device until the end of that school day.

SLT Mobile -12

Mobile phone confiscations will be monitored. Three confiscations will result in a SLT detention and parents/carers being contacted. Students who persistently misuse their phones will be required to hand them in to the Year Team every morning.

UNIFORM

Students are expected to wear:
- Smart black trousers or skirt
- White shirt and tie
- CODA blazer
- Appropriate black footwear
- A plain black jumper/sweatshirt or a branded CODA jumper worn underneath the blazer (optional)

We will **NOT** accept students wearing:
- Tracksuit bottoms, cargo trousers or jeans or trousers hanging below the waist to reveal underwear, shorts or tracksuit bottoms
- Multi-coloured footwear
- Hoodies
- Black jumpers/sweatshirts with large logos or images (other than CODA branded jumpers)
- Any form of headwear (beanies, caps, etc.) except for religious/cultural reasons

In exceptional circumstances, uniform expectations will be tailored to a student's needs. The SEND/pastoral team will notify staff if this is the case.

Staff will be vigilant and challenge uniform infringements.

Where available, students may borrow uniform daily on an unlimited basis from Student Services or Year Team offices. This includes blazers, plain black jumpers and PE kit. **There will be no sanctions for students who borrow uniform**.

When students arrive at school improperly dressed there are a range of possible responses:
- The Year Team / Student Services will provide alternatives for a student to borrow where available e.g. a tie, blazer or jumper
- A note from the Year Team to give the student "one day's grace" e.g. when new shoes need to be purchased
- If a student refuses to wear the correct uniform or borrow an alternative one of the following will apply:
  - o Student placed in 3Rs until parents/carers bring the correct uniform
  - o Student sent home to change if they live close enough and it is safe to do so
  - o Student completes an after-school detention
  - o Student placed on uniform report
  - o Student hands over the item before being allowed into school e.g. hoodie
  - o SLT Detention/suspension for repeatedly ignoring/refusal to follow uniform rules

Uniform -1

If a student is breaking the uniform rules in a lesson, staff will ask them to remove it and, if necessary, confiscate the item (e.g. hoodie, cap) until the end of the lesson.

SLT Uniform -11

If the student refuses to remove or hand over the item, staff will request SLT support who will confiscate the item until the end of that school day.

Uniform confiscations will be monitored. Three confiscations in a term will result in a detention and parents/carers being contacted.

Students who persistently fail to meet uniform expectations will be required to hand items in to the Year Team every morning.

REPARATION & DETENTIONS

When a student reaches the Final Warning stage, even if they re-engage with the remainder of the lesson successfully, they need to complete some form of reparation that is **logical and proportionate** (certainty not severity), for example:

- 2 minute 'payback' (sufficiently irritating for the student but resets the boundaries)
- Tidy up the mess they made
- Finish the work at break / at home (with a note to parents that has to be signed and returned)
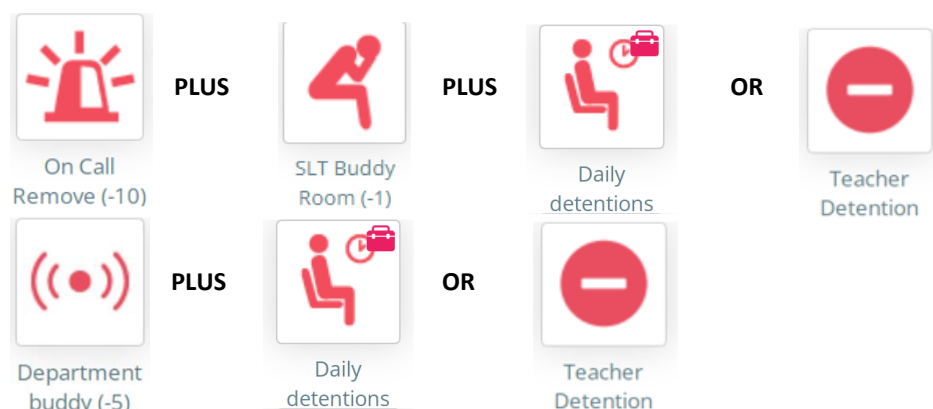
The reparation *could* involve attending a same-day after-school detention if that is more convenient for the teacher.

If a student genuinely forgets/is unable to attend or complete reparation, is apologetic, is perfectly behaved during the next lesson and completes the reparation as originally agreed – no further action required.

If a student fails to comply after a Final Warning **OR** fails/refuses to attend or complete reparation **OR** the behaviour is extreme

then there will be:

1. Some form of Lesson Removal

2. A formal detention

N.B. Daily Detentions are in the Hall every day at 3:10. Teacher and HOD detentions can be at other times.

| On Call Remove (-10) | **PLUS** | SLT Buddy Room (-1) | **PLUS** | Daily detentions | **OR** | Teacher Detention |
| Department buddy (-5) | **PLUS** | | | Daily detentions | **OR** | Teacher Detention |

Two "On Call Remove" OR "Department Buddy" in one day will result in consequences decided on a case-by-case basis.

If a student fails a Teacher Detention / Daily Detention this can be escalated to   then

HOD Detention   SLT Detention
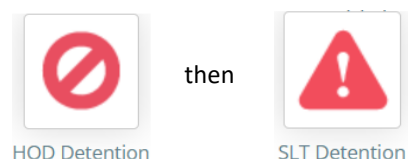
Students that refuse to attend SLT detentions will internally suspended in the 3Rs Room.

DETENTION EXPECTATIONS

1. Staff log detention details on Class Charts and ensure the student is aware of the details: what for, when, where, how long.

2. Ensure detentions are proportionate (certainty not severity), for example:

   - time to catch up on any work missed
   - re-teaching to fill gaps in learning
   - a longer Restorative Conversation about the student's behaviour

3. Whenever possible, try to arrange for detentions to be completed on the same day (Break A / Break B / after school).

4. Students that are legitimately unable to complete detentions (e.g. medical appointment can complete them another time).

Before escalating detentions to the next stage, check absence and other possible reasons for non-attendance with the student/colleagues. **If a student is suspended and has had a restorative readmission meeting all detentions are rescinded**.

TRUANCY
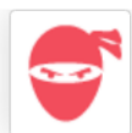
After the first 10 minutes of a lesson, staff will select the truancy alert icon in Class Charts. SLT On Call will look for the student/confirm attendance. When found, students will be escorted to the SLT Truancy Room (see below).

On Call Truancy -10

SLT Truancy Room flow chart

↓

Truanting during lesson time (after 10 minutes)

When students arrive, register them on G4S using the 'TRM' code.

Remove points on ClassCharts using the 'SLT Truancy room -10' button.

SLT Truancy Room -10

Remove the 'On call Truancy' (as they have been found).

On Call Truancy (-10)

Award a same day detention on ClassCharts.

At the end of each lesson forward a list (email/paper) to Mrs. Beresford who will **text home to inform parents their child has been in the truancy room and will have to attend an after-school detention**.

↓

Arriving as a SLT buddy

If a student is placed in the Truancy Room as a buddy rather for truancy use the Buddy Room button to record this.

SLT Buddy Room (-1)

Presumably, the class teacher will have already given other negatives (e.g. On Call Remove -10) so they will carry out follow up/reparation with the student.

Period 1 arriving after 9:30

If it is period 1 and a student arrives after 9:30 they should be placed in the truancy room and work there until period 2.

This is recorded by Mrs. Beresford as a late (after registers closed); it does **not** need to be recorded as 'SLT Truancy room -10'.

(If a student arrives *before* 9:30 they will be given a late slip by Mrs. Beresford and allowed to go to their lesson once their uniform has been checked.)

If the student is not truanting (absent, TFTF, etc.), the teacher will be informed and the -10 truancy alert removed.

Monitoring is completed by pastoral teams, who will use ClassCharts to identify frequent users of the SLT Truancy Room.

If a student goes to the truancy room twice in a day they will spend 2 lessons and a break in the 3Rs:

If caught P1:   P1/P2/Break A

If caught P2:   P2/Break A/P3

If caught P3:   P3/P4/Break B

If caught P4:   P4/Break B/P5

If caught P5:   P5/After school in 3Rs Room/P1

Repeated truancy will be dealt with on a case-by-case basis, but parents/carers will be involved.

APPENDIX 2: 'THREE STEPS' CRIB SHEET FOR STAFF

	TEACHER BEHAVIOURS/ROUTINES	*EXEMPLAR* STAFF SCRIPTS
1 REMINDER	- Reminder could be a non-verbal 'nudge' - Make sure the student is able to do as asked - Walk away and provide some **take up time** - Try to be discreet (quietly, close proximity) so as to not draw attention to the student or their behaviour	**Be calm but assertive, predictable and proportionate. Focus on the primary behaviour and the outcome you want. Ignore the power plays and the secondary behaviours.** "X, Are you OK?" "X, Do you need help?" "Please remember to be…by…"
2 WARNING AND 3RS POINT(S) REMOVED	- Again try to be discreet to minimise disruption to others; think about body positioning, language and tone. - Remove 3R point(s) as necessary - Walk away and provide some **take up time**	"X, remind me what you should be doing…Think carefully about your next steps. Thank you."
3 FINAL WARNING + REPARATION	- Ask the student to step outside and give them one last chance to make the right choices using your pre-prepared script - Remind the student that 3Rs point(s) will be removed and specify what the (proportionate) reparation will be: what, where and when - Remove remaining 3R point(s) as necessary - Make reasonable adjustments/provide choice **ON YOUR TERMS** if that helps the student to make the right choice and return to the lesson **N.B**. Staff *could* request ON Call SUPPORT at this stage to support them with the Final Warning and re-entry into the lesson (e.g. to watch the class or simply provide moral support). On Call Support	"X, please step outside*. You've had a reminder and a warning about… You've now lost 3Rs point(s) and I expect to see you at… (specify Follow Up – where, when and for how long) Remember, this is your last chance or you will go to a Buddy Room/3Rs Room and there will be a longer Follow Up. I know/hope you will make the right choice. Do you remember when…? That's who I need to see today. If you need a quick 'time out' you can wait here. Thank you for listening." When students are not cooperating or engaging: I recognise that you're angry/frustrated so I am stopping this conversation now. You need to… I am going to… (for example speak to/request support from HOD, HOY, SLT). I will catch up with you again when things are calmer."

APPENDIX 3: TIPS ON RESTORATIVE CONVERSATIONS/MEETINGS

1) Reflect on the incident itself
- What happened? What did you say/do? Who else was involved? What were you thinking/doing/feeling at the time? What have you thought since?

2) Reflect on reasons why it may have happened (take ownership of responsibility)
- Why do you think things went wrong? What caused you to say/do what you did? What was unusual about today's lesson?

3) Reflect on the impact on others (empathy for others)
- How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right?

4) Reflect on how similar incidents can be avoided in future (both parties take ownership to resolve and reset)
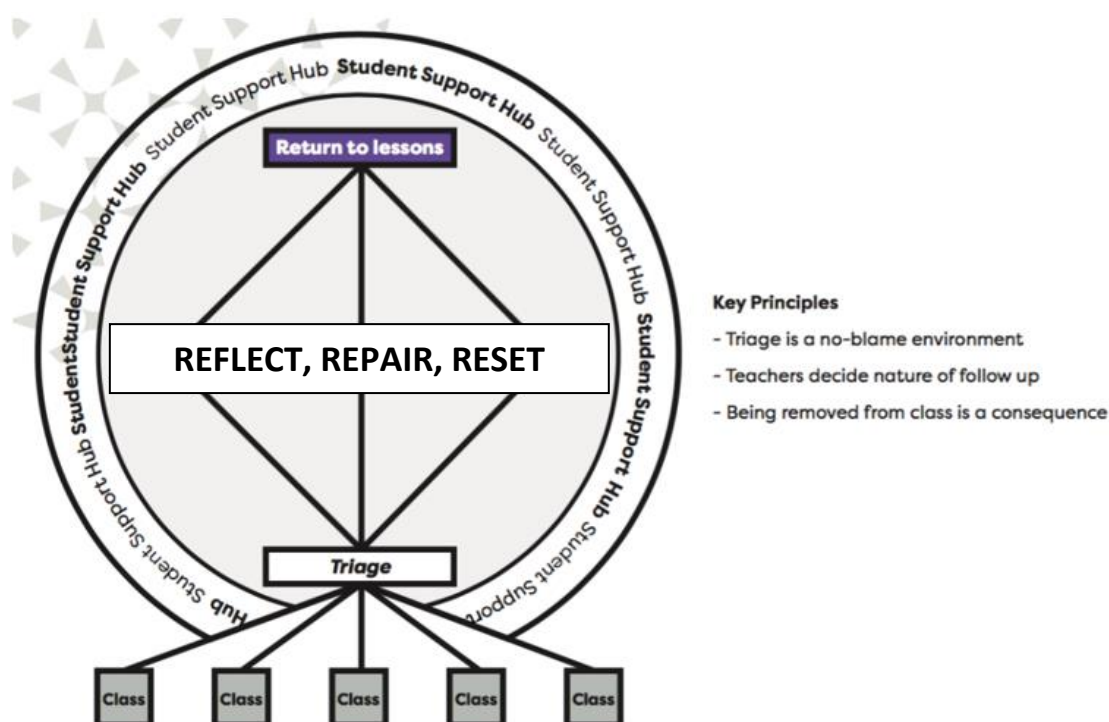- How can we do things differently in future? What would make it easier for us to work together? What would make the next lesson go really well? Where do we go from here? If we tried X what do you think might happen? What is important about that to you? Who could help us with the next steps? Who could we ask for help?
- If you had the lesson again what would you change?

If the child isn't ready offer a postponement and some support – 'I can see you're not ready to talk just yet. Do you need a few minutes or shall we do this later/tomorrow? Would you like X to join us in the meeting?

APPENDIX 4: The "3Rs Room"

Our priority after negative behaviour incidents is to get students back to learning as soon as possible. Sometimes lesson removal is required before students can be fully integrated back into normal lessons. The 3Rs Room is multi-purpose support / 'triage' room that can be used:

- As a buddy room
- For students under investigation after a serious incident
- For 'time out' to reflect after an incident
- As a space where staff and students can discuss an incident
- For internal isolation after a more serious incident

Key Principles
- Triage is a no-blame environment
- Teachers decide nature of follow up
- Being removed from class is a consequence

Whilst in the 3Rs Room, students have digital access to the curriculum via Teams, Bedrock and MathsWatch and/or will be provided with paper-based work to complete. The maximum length of time a students spends in the 3Rs Room is X days.

APPENDIX 5: Implementing DfE guidance at CODA

Behaviour in schools Advice for headteachers and school staff September 2022
Searching, Screening and Confiscation Advice for schools July 2022
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units September 2022
The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
Alternative Provision Statutory guidance for local authorities 2013

A) Acceptable forms of sanction

Examples of sanctions may include:
- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention;
- school based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for behaviour monitoring;
- suspension;
- in the most serious of circumstances, permanent exclusion.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

B) Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The academy will adhere to its statutory duties when supporting a student who has SEND that at times affects their behaviour. In particular:
- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, the Academy will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism
- Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

The graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

Behaviour will be considered in relation to a pupil's SEND, although the academy will not assume that because a pupil has SEND it must have affected their behaviour on a particular occasion – this will be a judgement based on the facts of the situation. The academy will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the academy will refer to the Equality Act 2010 and schools guidance.

The academy will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

C) Behaviour outside of school premises

The academy has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises that the academy will sanction pupils for includes misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when 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 staff of the school.

D) Behaviour incidents online

Inappropriate online behaviour includes:

- cyberbullying
- the use of inappropriate language
- the soliciting and sharing of nude or semi-nude images and videos
- sexual harassment

Inappropriate online behaviour that occurs outside the school day and off the school premises is primarily the responsibility of parents/carers. We expect parents/carers to ensure that their children act responsibly. However, the academy will address online behaviours (on/off the school premises and during/outside of school hours) in the same way as offline behaviours when they:

- undermine the academy's expectations that everyone to be treated with kindness, respect and dignity
- pose a threat or cause harm to another student
- have repercussions for the orderly running of the school
- could adversely affect the reputation of the school

This includes imposing appropriate sanctions and, where appropriate, following guidance relating to sexual harassment, and suspected criminal behaviour (see below).

Any incident relating to the **sharing of nudes/semi-nudes** will be reported to the Designated Safeguarding Lead (DSL) or one of their deputies immediately and the following guidance will be adhered to:

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal** (however, in exceptional circumstances, it may be necessary for the DSL (or deputy) only to view the image in order to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or deputy).
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or deputy) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or deputy).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or deputy).

E) Child-on-child sexual violence, abuse and harassment

At the City of Derby Academy:

1. Sexual harassment and sexual violence (offline or online) is **never** acceptable, will never be tolerated and is not an inevitable part of growing up
2. Sexual harassment or sexual violence (offline or online) will never be tolerated or dismissed as 'banter', 'part of growing up', 'just a laugh' or 'boys being boys'
3. All staff are expected to respond assertively to inappropriate language and behaviour between students. This includes behaviours (sometimes criminal) such as 'upskirting', inappropriate touching and grabbing, flicking bras and lifting up skirts.
4. Students whose behaviour falls below expectations will be sanctioned in addition to other investigations by the police and/or local authority children's social care.
5. Victims will be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward and/or if the abuse has occurred online or outside of school.
6. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.
7. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the academy will consider appropriate disciplinary action for the individual who made it and make referrals into support services as appropriate.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the academy's safeguarding leads will follow Part 5 of Keeping children safe in education (KCSIE).

F) Suspected criminal behaviour

When a member of staff suspects criminal behaviour, the academy will adhere to the *NPCC's When to call the police – Guidance for schools and colleges*.

The academy will make an initial assessment of whether an incident should be reported to the police by gathering and recording enough information to establish the facts of the case and preserving any relevant evidence. Once a decision is made by the Headteacher/DSL/Deputy DSL to report the incident to police, the academy will ensure any further action taken does not interfere with any police action taken. However, the academy retains the discretion to continue investigations and enforce its own sanctions so long as it does not conflict with police action.

When making a report to the police, the academy may also, as appropriate report to local authority children's social care.

G) Searching, Screening and Confiscation

The academy will use searching, screening and confiscation powers appropriately to ensure student and staff welfare is protected and to help establish an environment where everyone is safe. The academy will adhere to the guidance provided by the Department for Education's Searching, Screening and Confiscation Advice for schools (2022).

The Headteacher will oversee the academy's practice of screening and searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy).

Screening

The academy's statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables it to impose a requirement that pupils undergo screening.

The academy can require students to undergo screening using a hand-held metal detector even if they do not suspect them of having a weapon, and without the consent of the pupils.

Any member of staff can screen pupils.

If a student refuses to be screened, the school may refuse to have the student on the premises.

If a student fails to comply, and the academy does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student must comply with the rules and attend.

Screening, without physical contact, is not subject to the same conditions as the powers to search without consent (see below).

Where a pupil has a disability, schools should make any reasonable adjustments to the screening process that may be required.

Power to search

The Headteacher and other authorised members of staff have a **statutory** power to search a student or their possessions where they have *reasonable* grounds (e.g. comments/threats made on social media, the use of CCTV footage, overhearing other students talking about an item/threat, a student is behaving in a way that causes concern) to suspect that the student may have a **prohibited** item listed below:

1. knives and weapons
2. alcohol
3. illegal drugs
4. stolen items
5. any article that the member of staff reasonably suspects has been, or is likely to be used:
     a) to commit an offence, or
     b) to cause personal injury to, or damage to property of; any person (including the student).
6. an article specified in regulations:
     a) tobacco and cigarette papers
     b) fireworks
     c) pornographic images
7. vapes and e-cigarettes
8. laser pens/pointers
9. electronic devices such as mobile phones that contain files or data which may relate to an offence, or which may cause harm to another person (see guidance below)

Before a search

Under common law, authorised academy staff have the power to search a student for *any* item *if* the student agrees. The member of staff will ensure the student understands the reason for the search and how and where it will be conducted so that their agreement is informed. The student will be given an opportunity to ask any questions.

When consent is _not_ given

If a student refuses to co-operate, the member of staff may sanction the student in line with the academy's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly e.g. detention or suspension for refusal.

The authorised members of staff will make an assessment of how urgent the need for a search is and should consider the risk to other students and staff. If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student should be supervised and kept away from other students.

Headteachers and authorised school staff may use 'reasonable force' given the circumstances when conducting a search for items 1-6 (see above). When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

The decision to use reasonable force will be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the student themselves.

During a search

Where
An appropriate location for the search should be found, away from other students where possible.

Who
The authorised member of staff conducting the search must be of the same sex as the student being searched and there must be another member of staff present as a witness. The exception to this rule is:
* if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
* in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search
An authorised member of staff may search a student's outer clothing (any item of clothing not worn wholly next to the skin or immediately over a garment worn as underwear), pockets, bags, possessions, desks or lockers. The authorised member of staff may use a metal detector to assist with the search.

A student's possessions can only be searched in the presence of the student 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.

A **strip search** is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers. Before calling police into school, the academy will:
* consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted
* assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, the academy will inform a parent of the student suspected of concealing an item _in advance_ of the search, even if the parent is not acting as the appropriate adult. Parents will always be informed once a strip search has taken place.

Safeguarding (involving relevant staff, such as the designated safeguarding lead or deputy) will be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, students will have an opportunity to express their views regarding the strip search and the events surrounding it.

The academy will keep records of strip searches that have been conducted on the premises and monitor them for any trends that emerge.

After a search

Whether or not any items have been found as a result of any search, the academy will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed (e.g. pastoral support, an early help intervention or a referral to children's social care as appropriate).
The academy recognises that being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation.

The designated safeguarding lead (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, the will make a referral to children's social care services immediately. The designated safeguarding lead (or deputy) should then consider the circumstances of the student who has been searched to assess the incident against potential wider safeguarding concerns.

If a student is found to be in possession of a prohibited item, then the staff member should alert the designated safeguarding lead (or deputy) and the student should be sanctioned in line with the school's behaviour policy.

Confiscation

The academy's general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
- poses a risk to staff or students;
- is prohibited, or identified in the school rules for which a search can be made;
- is evidence in relation to an offence.

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff will safely dispose of the drugs. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful e.g. 'legal highs'.

According to government guidance, the law does not require a school to divulge to the police the name of the student from whom the drugs were taken but it may be advisable to do so. The academy will consider this on a case-by-case basis. When taking temporary possession and disposing of suspected controlled drugs the academy will:
- ensure that a second adult witness is present throughout;
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present;
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols.
- record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the pupil;
- identify any safeguarding concerns and develop a support and disciplinary response.

Suspension will not be the automatic response to a drug incident and permanent exclusion will only be used in serious cases. Drug use can be a symptom of other problems and schools should be ready to involve or refer pupils to other services when needed. It is important that schools are aware of the relevant youth and family support services available in their local area.

Where a person conducting a search finds **alcohol, tobacco, cigarette papers or fireworks**, they may retain or dispose of them as they think appropriate but should **not** return them to the pupil.

If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Electronic devices, including mobile phones, **can contain files or data which relate to an offence, or which may cause harm to another person**. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

The Designated Safeguarding Lead (DSL) or one of their deputies may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

If the member of staff conducting the search suspects they may find or finds an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff will follow the guidance above.

If the Designated Safeguarding Lead (DSL) or one of their deputies finds any image, data or file that they suspect might constitute a specified offence then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files **should not** be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:
- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

Any **weapons or items which are evidence of a suspected offence** must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:
- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:
- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Recording searches
Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. All searches for other items banned by the academy will also be recorded.

The academy will record:
- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The academy will consider whether the searches fall disproportionately on any particular groups of students by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, it will consider whether any actions should be taken to prevent this.

Informing parents/carers
Parents will always be informed when a prohibited item has been found and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation will be dealt with through the normal school complaints procedure.

H) Use of reasonable force

The academy will adhere to [Use of reasonable force - Advice for Headteachers, staff and governing bodies](), including the definition of 'reasonable force' which covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. Members of staff have the power to use reasonable force to prevent students:
- committing an offence,
- injuring themselves or others,
- damaging property, and
- to maintain good order and discipline at the school or among students.

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

J) Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:
- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate.

K) Preventing recurrence of misbehaviour

The academy will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

The academy does have systems in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions the academy utilises include:
- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units;
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues will be made and an emergency review of the plan might be needed.

When the academy has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

L) Suspensions and Permanent Exclusion

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the *civil* standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' **This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen**. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Suspension
A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion
A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Reasons for suspensions and exclusions
All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Academy leaders will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

The academy will provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

Process
The academy will:
- Ensure that there are reliable systems in place to monitor the 45 day suspension rule, including suspensions received from other schools;
- Follow a formal process for informing parents, social worker (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion;
- Provide up-to-date links to sources of impartial advice for parents;
- Reintegrate suspended or permanently excluded pupils and support pupils' future behaviour;
- Follow a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.

Off-rolling and unlawful exclusions
Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

Suspending a pupil for a short period of time, such as half a day, is permissible, however, the formal suspension process must be followed. Each disciplinary suspension and permanent exclusion must be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion.

Any exclusion of a pupil, even for short periods, must be formally recorded. **It would also be unlawful to exclude a pupil** simply because they have SEN or a disability that the school feels it is unable to meet, or **for a reason such as**: academic attainment/ability; or **the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting**.

If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.

A further example of off-rolling would be exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place.

Ofsted considers any evidence of off-rolling and is likely to judge a school as inadequate if there is evidence that pupils have been removed from the school roll without a formal permanent exclusion or by the school encouraging a parent to remove their child from the school, and leaders have taken insufficient action to address this.

M) Alternative Provision

Alternative provision is:
- education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education (full-time education for excluded pupils must begin no later than the sixth day of the exclusion);
- education arranged by schools for pupils on a fixed period exclusion (suspension);
- pupils being directed by schools to off-site provision to improve their behaviour.

N) Pupil Support Units - CONNECT

CONNECT is a pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this provision is:

a) as a planned intervention for behavioural or pastoral reasons
b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit is aligned to the culture of the whole school and compatible with the school's behaviour policy.

In maintaining the CONNECT provision, the academy always:
- refers pupils based on their needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents on the pupil support unit placement;
- delivers a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum, and supports reintegration. The curriculum can be personalised to address specific support needs individual pupils may have;
- maintains a positive, visible presence from school leaders to make the pupil support unit an integral part of the school;
- deploys staff with the appropriate skills set to the pupil support unit so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress;
- reviews reintegration plans at regular intervals;
- actively involves pupils and parents in reintegration discussions.

O) Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

P) Monitoring and evaluating school behaviour

The academy will maintain systems for the capture of behaviour data that will be monitored and objectively analysed regularly by skilled staff within a monitoring and evaluation cycle in order to assist with reporting on behaviour culture clearly and accurately.

This will include:
- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation;
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders will pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice will help the school ensure that it is meeting its duties under the Equality Act 2010.