



# Montgomery Academy

## Behaviour Policy

Last Reviewed July 2026

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## **Introduction**

At Montgomery Academy, we are firmly committed to putting the needs of our children first. We believe that every young person deserves an environment that inspires learning, fosters excellent relationships, and drives high achievement—regardless of individual needs.

Learning thrives in an ordered, predictable environment. When expectations are high, consequences are explicit, and routines are applied consistently, our students feel secure and empowered to succeed. This policy is built upon a shared understanding of rights, rules, and responsibilities across our entire academy community. While we maintain a culture that celebrates success through praise and rewards, we also recognise that low-level disruption and poor behaviour compromise a student's right to an effective and safe education.

Crucial to the success of this policy is our partnership with parents and carers. We recognise that positive behaviour begins with a shared approach between home and school. By actively supporting the academy's standards, reinforcing our expectations, and working collaboratively with our staff, parents play a vital role in helping us maintain a safe, respectful, and ambitious learning environment for every child.

## Purpose

**Purpose** The purpose of this policy is to create a positive, purposeful teaching and learning environment by:

- **Empowering Staff:** Ensuring all staff feel confident and supported in their responsibility for effectively managing student behaviour.
- **Fostering Mutual Respect:** Encouraging students to build and maintain positive relationships with both their peers and adults.
- **Unlocking Potential:** Providing equal opportunities for all students to thrive socially and academically, regardless of age, gender, ethnicity, background, or prior attainment.
- **Promoting Personal Responsibility:** Helping students understand that behaviour is a choice, and that every choice carries explicit outcomes.
- **Balancing Rewards and Consequences:** Utilising a clear system of rewards and graduated consequences tied directly to student behaviour, effort, and academic progress.

## Montgomery Academy SMART Expectations

At Montgomery Academy, our community is built on a foundation of shared values. We expect every member of our Academy to uphold our **SMART** expectations, which clearly define our rights, responsibilities, and daily rules.

### S – Safe

- **Rights & Responsibilities:** Everyone has the right to feel secure and protected at school, and the responsibility to act in a way that ensures others feel safe.
- **Rules:** I will move around the academy safely, look out for the well-being of others, and ensure my behaviour keeps our environment secure.

### M – Mature

- **Rights & Responsibilities:** Everyone has the right to a focused, disruption-free environment, and the responsibility to model accountable, independent behaviour.
- **Rules:** I will do as I am asked by all members of staff, cooperate fully, and not refuse any reasonable request.

### A – Ambitious

- **Rights & Responsibilities:** Everyone has the right to learn to the best of their ability and the responsibility to strive for personal excellence.
- **Rules:** I will maintain excellent attendance, arrive to all lessons on time, wear my full uniform with pride, and always be fully "ready to learn."

### R – Respectful

- **Rights & Responsibilities:** Everyone has the right to be treated with dignity, and the responsibility to treat everyone else with equal respect.
- **Rules:** I will respect other people, their property, and our school environment. I will be well-mannered, polite, and helpful at all times.

### T – Thoughtful

- **Rights & Responsibilities:** Everyone has the right to be part of a supportive, caring community, and the responsibility to consider the impact of their words and actions on others.
- **Rules:** I will think before I speak and act, show empathy to my peers, and actively contribute to making the Academy a positive place for everyone.

SMART should be used by staff in conversations about behaviour between themselves and students. Students must be regularly reminded about SMART conduct.

## **Behaviour Management System**

These procedures support an ethos based on shared aims and mutual respect where boundaries are clearly defined and where the individuals feel valued. These procedures reflect the fact that there are aspects of behaviour, which can be taught, and that in general the use of praise and rewards and the opportunities in the curriculum have a great effect in motivating students.

A huge emphasis is placed at Montgomery Academy on encouraging positive behaviour. Everyone, staff and students, is aware of the necessity and benefits of working together to ensure a calm, ordered, secure and happy environment. We recognise that the vast majority of students contribute positively to an environment in which effective learning can take place. However, there are pupils who, despite help, support and encouragement, do not respect this ethos and seek to disrupt the learning of others. In such cases it becomes necessary to take decisive action, to involve parents and impose sanctions.

## Positive Reinforcement Strategies

Another way of tackling behaviour is to use language in **positive** terms so that you are not focusing on one individual's behaviour when everyone else is behaving appropriately.

Class Teacher should:

- Praise and encourage
- Give Ambition Points
- Give postcards
- Positive phone calls home
- Positive marking
- Have displays
- Use positive framing – *“Well done to this table; you’re ready to learn and listening”*.
- Live in the now language – “I’d like everyone listening please”, “I’d like you facing this way and getting on with your work please”

Subject Leader/Curriculum Area Leader / Progress Manager and Pastoral Manager should:

- Praise in front of whole class
- Communicate with parents – letters / phone calls
- Assemblies
- Give verbal praise
- Give Ambition Points
- Use Montgomery Way corridor to celebrate achievement and effort
- Give

curriculum area /  
year group rewards

## **Recognising and Rewarding Positive Behaviour**

- Weekly recognition of effort in lesson through the awarding of Ambition Points 1= Engagement in lesson, 2 = Outstanding engagement in lessons including completion of homework, these can be seen using ClassCharts by staff, students and parents. Students also receive positive points for engagement in extracurricular activities.
- Rewards are graded weekly using an e-badge through ClassCharts based on point accrued each week and shared to students and parents at 4pm each Friday.
- 0-5: No award
- Bronze Award (for 6-10 Ambition Points, awarded to approximately 40% of students)
- Silver Award (for 11-14 Ambition Points, awarded to approximately 35% of students)
- Gold Award (for 15-18 Ambition Points, awarded to approximately 10% of students)
- Diamond Award (for 19+ Ambition Points, awarded to approximately 2% of students)
- A weekly e-certificate is also emailed to parents to share the students' engagement levels from the week, bronze, silver, gold and diamond, alongside updates of personal development experiences that have happened during the week.
- The reward store has been put into place where students can redeem their points for prizes and make donations to their house charity.
- Students receive reward notifications at each milestone to reward students for their progress (100,200,300, 400, etc)
- Ambition Point milestones are also rewarded with Bronze, Silver, and Gold Badges each full term for 250,400, 600 Ambition points.
- Pastoral managers are also encouraged to send postcards at these milestones too.
- Top 10 Ambition point students are shared each week in year group specific assemblies
- Termly Celebration Assemblies celebrate the success of students' attendance and top ambition points in school both individually and collectively as house/tutor groups.
- End of term rewards events also celebrate students with high effort grades.
- Students effort is also acknowledged after each data cycle through the use of Monty Way posters on M-Block corridor, these recognise the good effort of students.

## Effort Grade Criteria

Within the Montgomery Academy Behaviour Policy, individual lesson effort directly aligns with the **A (Ambition)** of our SMART behaviour expectations. Teaching staff award effort grades for student trackers based on the standardised criteria below.

The effort grade is judged using the following criteria:

- 5 – Goes above and beyond to further develop their knowledge and skills in the subject.
- 4 - All homework completed on time and to a high standard. Excellent effort in class and with all tasks (including Entry Tasks). Completes Challenge Question work.
- 3 - Homework completed (may be after deadline or not to standard). Pays attention. Good effort with all tasks attempted (including Entry Tasks and Challenge Questions). Asks for support
- 2 - Homework submission variable. Inconsistent effort with tasks (including Entry Tasks and Challenge Questions). Variable standard of work and focus
- 1 - Most homework not completed or done to a poor standard. Little/no work done in class. Lacks focus and appropriate attitude to learning
- 0 -Very poor effort

Students are then placed into Bronze, Silver, Gold and Diamond categories on the posters on the Monty Way corridor, based on the following criteria:

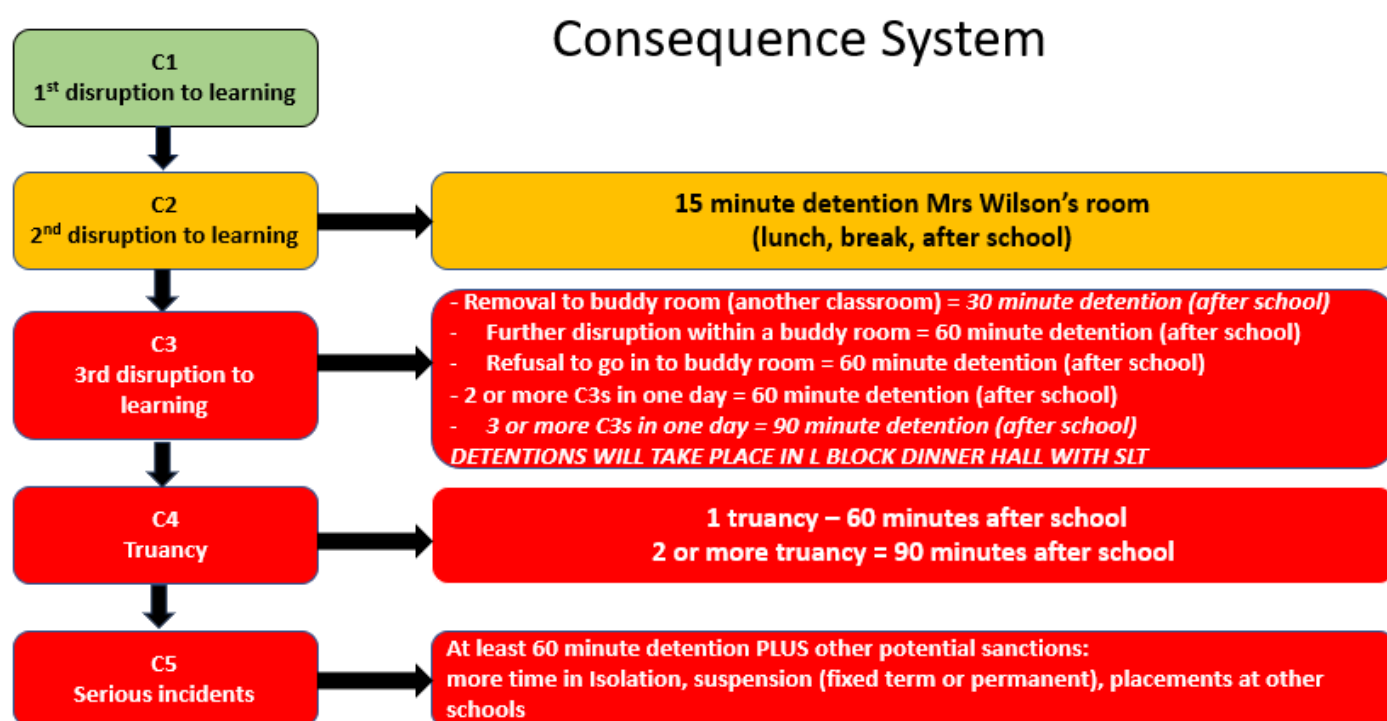
- Bronze: Average Effort Grade of 3.0+
- Silver: Average Effort Grade of 3.75+
- Gold: Average Effort Grade of 4.0+
- Diamond: Top Achieving Students

## Consequence System

'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Refusal to follow a reasonable request or school rules e.g. wearing the correct uniform or to follow a seating plan, will result in a consequence.

Please see the Additional Needs Section regarding the use of reasonable adjustments.



The consequence day for multiple consequences runs from Lesson 5 the previous day to lesson 4 on the day of the detention.

## Lesson Expectations

All students are required to follow the SMART lesson expectations

**S**- Be safe and enter and leave your lessons in a clam manner

**M** – Be mature and take responsibility for your behaviour

**A** – Be ambitious and try your hardest every lesson

**R** – Be respectful and listen to the teacher and other's views

**T** – Be thoughtful and be kind to other people

## Standards

### 1. Equipment, PE Kit & School Bags

- Inclusion in Standards: Equipment, PE kit, and carrying a proper school bag form part of the Academy's core Standards expectation.
- School Bags:
  - Failure to bring a school bag results in a Standards Mark (maximum 1 per day, issued exclusively by the Progress Tutor during tutor time).
- Equipment Expectations:
  - Compulsory Items Required Daily: Pencil Case, 2x Pens (black/blue ink), Pencil, Ruler, and Rubber.
  - Tutor Time Inspection: Missing or incomplete equipment during tutor time results in a Standards Mark.
  - Lesson Inspections: Students who remain without required equipment during subsequent lessons throughout the day will receive further Standards Marks.
- PE Kit:
  - Attending PE lessons in incorrect kit results in a Standards Mark.

### 2. Uniform Rules & Clarification

- Skirts:
  - Must follow the "*Badge Below Blazer*" rule. If the skirt badge is obscured or not fully visible, a Standards Mark will be issued.
- Shirts:
  - Must remain tucked in at all times with top buttons fastened. Untucked shirts or undone top buttons will receive Standards Mark(s).
- Blazers:
  - Must be worn at all times (including during lesson transitions, in canteens, and in classrooms unless explicit staff permission is given to remove them). Failure to wear a blazer results in a Standards Mark.
- Socks:
  - Must be plain black only (no bows or frills permitted). Maximum 1 Standards Mark per day (issued exclusively by the Progress Tutor during tutor time).
- Hair Accessories:
  - Clips, bands, and ties must be plain, simple, and strictly black or maroon (no flowers, bows, or oversized accessories).

### 3. Daily Routines & Issue Procedures

- Morning Fire Lines (Amnesty Period):
  - Students must use Fire Line time to correct uniform issues, remove non-compliant makeup/jewellery, and adjust nails without penalty or consequence.
  - Students requiring loan items or adjustments from the Standards Room must report directly from Fire Lines before heading to tutor time.
- Tutor Time Checks:

- Arriving at tutor time with incorrect uniform, nails, makeup, or non-compliant jewellery results in an immediate Standards Mark.
- Prohibited Items:
  - Chewing Gum: Chewing gum is strictly prohibited everywhere on site and will result in an immediate Standards Mark.

#### **4. Consequences & Escalations**

- Same-Day Detention:
  - Accumulating 3 Standards Marks in a single school day automatically triggers a mandatory 1-hour same-day after-school detention.
- Standards Room Protocols:
  - The Standards Room does not loan school bags, basic stationery equipment, PE kits, or socks. (Students must visit the Standards Room for all other loan/adjustment items).
  - Arriving at tutor time without a bag and missing core equipment will result in 2 Standards Marks by 9:15 AM.

## Mobile Phones

In compliance with the June 2026 DfE guidance Montgomery Academy is a mobile free zone. The use of mobile phones and other smart technology with similar functionality is prohibited throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Devices brought to school must remain switched off and stored in school bags. This policy is designed to uphold high standards of behaviour, eliminate learning disruptions, and protect the wellbeing of our school community.

To ensure this policy is applied consistently and that all students adhere to it, we will implement and monitor the following procedures throughout the school day:

- Phones must be turned off and put away inside school bags before students cross the Science/Bike Shed Gates.
- Morning tutor lines – form tutors will ask to see all phones, before reminding students they should be switched off and then returned to their bags. (Those without a bag will have to hand their phone to their Progress Manager for the duration of the school day).
- Students who request to go to the toilet will need to put their phone on the teacher's desk.
- If a student informs the teacher that they do not have a phone on them, the student should expect the class teacher to radio patrol and inform them that the student is going to the toilet without handing a phone for a follow up check.
- Staff will conduct random checks to ensure that their phones are not on their person or switched on. Staff may use metal detector wands to achieve this and check blazer pockets and school bags.
- In the case of bad weather, the checks will happen in the tutor rooms.

### Infringements of the mobile phone rule

- Students found to have their phones not in their school bags or switched on will have to hand in their phones for the next 5 days – this will be recorded on ClassCharts (Phones need to be handed to the member of staff – Pastoral Teams will return them at the end of the day.)
- Any phones that are found to be switched on when leaving a lesson to visit the toilet will be confiscated and students will have to hand in their phones for the next 5 days. (Pastoral Teams will return them at the end of the day.)

Students who remove their phones before leaving through the school gate will need to hand in their phones for the next 5 days.

We are also currently considering the potential use of a pouch system as used by other schools.

*\*A small number of students will be exempt due to medical conditions. These students will carry a blue pass*

## **Inclusion Area**

Some students during their time at Montgomery Academy will be in need of additional support and intervention in our Inclusion Area. The varying needs include the following;

- C5 room – Students receiving a C5 will be taken straight to the C5 room where they will stay for and complete an hours detention after school. Where necessary, additional consequences will be decided at the daily C5 meeting.
- Withdrawal from individual/few lessons for longer term, usually following short term, but where repair, rebuild and re-integration have failed. Total long-term withdrawal may be a very occasional strategy.
- Isolation and Internal Suspension (see next page): A structured consequence where a student is separated from their peers within the Academy due to serious misbehaviour.
- On occasion, it may be necessary to direct a student to a short-term placement at a partnering school or alternative provision to support their behaviour and engagement. (See Short Term Off Site Direction Page)

When students are in Isolation they are encouraged to think about how their behaviour affects others, both students and staff. The aim of this is to help students to understand the impact of their actions and how to put things right. Depending on the category of the C5 sanction, students will be required to complete a targeted intervention session with our Behaviour Support Officer to educate them on the impact of their actions and support positive behavioural change. Mediations also take place where necessary.

### **Detentions**

#### **1. The 24-Hour Consequence Cycle**

Multiple consequences are tracked over a rolling 24-hour window. This consequence cycle runs from Lesson 5 of the previous day until Lesson 4 of the current day.

- Accumulating multiple C3 sanctions within this specific window triggers an automatic escalation:
- Two C3 Sanctions: Escalates to an automatic 60-minute detention.
- Three or More C3 Sanctions: Escalates to an automatic 90-minute detention.

#### **2. C2 Detentions & Non-Attendance**

C2 detentions are held in MWI's room at break time, lunchtime, or after school.

- Failure to Attend: If a student fails to attend a scheduled break or lunch C2 detention, the sanction is automatically escalated to a 60-minute after-school detention.

#### **3. C3 and multiple consequence detentions**

C3 detentions and multiple consequence detentions take place in the Lower Dining Hall and are supervised by Senior Leadership Staff.

## Withdrawal Room - Hybrid Learning Plans (HLP)

The school is committed to providing a flexible and responsive educational provision that meets the diverse needs of our students. Where standard support strategies require further enhancement, the school may implement a **Hybrid Learning Plan (HLP)** as a proactive intervention.

**Purpose and Philosophy** The HLP is designed as a "best of both worlds" approach to inclusion. It aims to maintain a student's academic progress within the mainstream curriculum while providing intensive, small-group instruction in a structured support setting. This balanced model is used to proactively manage triggers, reduce environmental stimuli, and prevent the escalation of behavioural challenges.

**The Hybrid Structure** Under a Hybrid Learning Plan, a student's timetable is divided between two distinct environments:

- **Mainstream Inclusion:** Students remain in mainstream lessons for specific subjects or time blocks where they can benefit most from peer interaction and subject-specialist teaching.
- **Targeted Withdrawal:** For specific sessions, students transition to a designated support space. This provides a smaller environment for subjects that have historically proven most challenging for the student's self-regulation.

**Continuity of Education** To ensure that an HLP supports academic achievement and does not lead to learning gaps, the following standards apply:

- **Instructional Quality:** Lessons in both mainstream and support settings are delivered or overseen by qualified teaching staff or the withdrawal room lead.
- **Curriculum Alignment:** Work completed during withdrawal periods directly mirrors the topics and learning objectives covered in mainstream classes.
- **Assessment and Tracking:** Students on a Hybrid Learning Plan remain part of the standard school assessment cycle to ensure they stay on track toward their academic targets.

**Holistic Support and Personal Development** The time spent in targeted support is utilised to deliver a "whole-child" curriculum, focusing on building the internal toolkit necessary for long-term independent success. Key areas of focus include:

- **Resilience & Emotional Regulation:** Specific coaching on navigating setbacks and managing frustrations.
- **Social Navigation:** Strategies for positive interaction with peers and staff.
- **Self-Reflection:** Helping students identify "early warning signs" and develop self-advocacy skills.
- **Life Skills:** Practical coaching to prepare students for transitions and future responsibilities.

**Review and Reintegration** Hybrid Learning Plans are subject to regular review. The primary objective of the HLP is to build the student's confidence and regulation skills, with the ultimate goal of phased reintegration back into full-time mainstream lessons.

## **Internal Fixed Term Suspension (C5 Inclusion Room)**

At Montgomery Academy, we are committed to maintaining a calm, safe, and purposeful learning environment. The Internal Fixed Term Suspension is a serious disciplinary sanction triggered by C5 level misbehaviour. This measure serves as an alternative to external suspension, ensuring students remain in school and continue their education while reflecting on their conduct.

### **1. Criteria for Internal Fixed Term suspension**

A student will be required to spend the day in the C5 Inclusion Room if they:

- Engage in serious misbehaviour (categorised as a C5 incident) on the previous school day.
- Walk away from or fail to attend a scheduled detention.
- Fail to meet the required standards during a previous day in the C5 room.

### **2. Communication and Arrival**

- Family Notification: A member of the Inclusion staff will phone the family at the end of the school day prior to the internal suspension. This call serves to explain the context of the incident and ensure parents/carers are aware of the arrangements.
- Morning Routine: Students must report to their tutor time as normal in the morning. Following registration, they will be collected by a member of the Inclusion team and escorted to the C5 room.

### **3. Expectations and Daily Routine**

To ensure the day is productive and restorative, the following protocols are strictly enforced:

Mobile Phones - Students must hand in their mobile phones upon entry. Devices will be stored securely and returned at the end of the day.

Academic Work - Inclusion staff will collect specific work from the student's timetabled lessons. This ensures the curriculum continues and the student does not fall behind their peers.

Behaviour - Students are expected to follow all academy behaviour expectations: remaining silent, staying on task, and showing respect to staff.

Additional Hours - Students will remain in the room for one hour after the school day ends unless this restorative hour was already completed on the previous day.

#### 4. Support and Restorative Practice

The C5 room is not solely a punitive space. Montgomery Academy staff will provide targeted support to help students address the root causes of their behaviour. This includes:

- **Behaviour Education:** Student's issued a **C5** will complete a behavioural education session where necessary. This intervention ensures students take accountability for their actions by exploring the consequences of inappropriate behaviour and clarifying the academy's expectations for a safe and respectful learning environment.
- **Restorative Work:** Facilitated conversations or tasks designed to repair relationships with staff or peers affected by the student's conduct.

#### Consequences of Failure

Successful completion of the day is mandatory. If a student fails to meet the expectations of the C5 room (e.g., through further defiance or refusal to work), they will receive a Fixed Term External Suspension. Upon their return to school, the student will be required to repeat the full day in the C5 room successfully

## **Fixed-Term Suspensions (External)**

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Montgomery Academy operates in full alignment with the statutory guidance outlined in **"Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026"**. The Academy supports the principle that suspension is a warranted sanction to maintain a calm, safe, and supportive environment for pupils and staff alike.

A suspension occurs when a pupil is temporarily removed from the Academy for a fixed period. This is a serious sanction used in response to significant or persistent breaches of the Behaviour Policy.

To ensure fairness and equity, daily pastoral triage meetings take place between the Deputy Headteacher and the Lead Behaviour and Inclusion Manager to review incidents. For any student being considered for suspension, the Deputy Headteacher will proactively liaise with the SEND team (for students on the SEND register) and the safeguarding team (for our most vulnerable students) to review mitigating factors before a final decision is made.

### **1. Criteria for Suspension**

The decision to suspend a pupil can only be taken by the Headteacher (or the designated person acting for the Headteacher in their official absence). Suspensions may be issued in circumstances including, but not limited to:

- Persistent defiance or disruption.
- Failure to comply with the requirements of the 'Consequence System' or a reasonable request from a senior member of staff (including a refusal to wear provided Academy uniform).
- Verbal abuse or harmful language directed at staff, other adults, or students.
- Bullying, including racist, homophobic, or transphobic bullying.
- Fighting, physical assault, or serious breaches of health and safety rules.
- Possession of drugs, drug paraphernalia, and/or alcohol-related offenses.
- Wilful damage to Academy property or theft.
- Sexual misconduct, online sexual abuse, or harmful sexual behaviour.
- Making a false allegation against a member of staff.
- Behaviour out of school hours which calls into question the good name of the Academy.
- Other serious breaches of Academy rules

### **2. Notification and Collection**

When a decision is made to suspend a student, the following protocol is followed:

- **Parental Contact:** The Academy will phone the parents/carers immediately to notify them of the suspension and the specific reasons behind it.
- **Written Confirmation:** Parents/carers will receive formal written notification outlining the reason for the suspension, the duration, and the date the student is expected to return. This will also be communicated in the phone call.
- **Safe Collection:** If the suspension occurs during the school day, a parent or an agreed-upon family member must collect the student from the school premises. Students will not be sent home alone during the school day for safety and safeguarding reasons.

### **Reintegration Process**

Montgomery Academy views the return to school as a vital stage in supporting a student to make better choices and resetting behavioural expectations.

- **The Reintegration Meeting:** A supportive meeting will be arranged between the Academy, the student, and the parent/carer to discuss underlying issues and establish a positive support plan. If a parent/carer discusses the incident in full with staff at the point of collection, this may satisfy the requirement.
- **Statutory Right of Return:** While parental engagement is highly expected and valued, a student will not be prevented from returning to mainstream lessons or have their return delayed solely because a parent/carer is unable or unwilling to attend the reintegration meeting.
- **Return to Lessons:** Once the reintegration meeting and restorative work have been completed, the student will return to their mainstream timetable. The focus is on a fresh start, ensuring the student is ready to engage positively with their learning and the school community.

### **4. During the Suspension**

During the period of a Fixed-Term Suspension, the student is not permitted on the Academy grounds and should not be in a public place during school hours. To ensure that the student does not fall behind and maintains their academic momentum, the following expectations apply:

- Online Learning: Students are expected to engage fully with the Academy's online learning platforms.
- Sparx Maths & Science: For core subject progress and retrieval practice.
- Seneca Learning: For curriculum-aligned content across a range of subjects.

(In cases where online access is limited, the Academy will provide physical work to be completed and returned for marking upon the student's reintegration).

## Permanent Exclusion

### 1. Statutory Framework and Principles

In line with Department for Education (DfE) statutory guidance (*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*), Montgomery Academy recognizes that suspensions and permanent exclusions are necessary tools for creating calm, safe, and supportive environments where both pupils and staff can work securely and respectfully.

The Academy acknowledges that not all pupil behaviour can be amended or remedied by internal pastoral processes or standard school consequences. A permanent exclusion means a pupil is no longer permitted to attend the Academy (unless reinstated by the Academy Council).

As per DfE guidance, a decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the Academy'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 peers) within the Academy.

**Academic Provision:** For any permanent exclusion, the Headteacher will take reasonable steps to ensure that work is set and marked for the pupil during the first five school days of the exclusion, prior to alternative provision commencing.

### 2. Exceptional Circumstances: 'One-Off' or First-Time Offenses

In exceptional circumstances, the Headteacher reserves the right to permanently exclude a student for a first or single "one-off" offense. These severe offenses include, but are not limited to:

- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or sexual assault.
- Supplying an illegal drug, or possession of an illegal drug with intent to supply.
- Carrying an offensive weapon (see definitions below).
- Making a malicious and serious false allegation against a member of staff.
- Actions that potentially place members of the public or the Academy community in significant danger or at risk of significant harm.

### 3. Persistent Breaches of the Behaviour Policy

A permanent exclusion may also be issued as a cumulative consequence for persistent defiance and disruption. This includes:

- Persistent disruption and defiance, including bullying (such as racist, homophobic, or transphobic bullying).

- Repeated possession and/or use of an illegal drug or drug paraphernalia on Academy premises.
- Persistent disruption and defiance that may or may not be directly tracked within the standard Consequences framework.

#### **4. Academy Council Guidance on Offensive Weapons**

The Academy Council maintains a strict, zero-tolerance policy regarding offensive weapons. In addition to legislative definitions, Montgomery Academy classifies the following as an offensive weapon if brought onto Academy premises:

- **Bladed Items:** Any knife, irrespective of blade length. This explicitly includes blades removed from pencil sharpeners or utility tools.
- **Firearms & Projectiles:** BB guns, air guns, GATT guns, catapults, and slings.
- **Blunt Instruments & Fabricated Weapons:** Lengths of pipe, bats, or any other item judged by the Headteacher or the Academy Council to be carried with the intention to inflict injury on another individual.

#### **5. Further Serious Incidents Subject to Permanent Exclusion**

The Academy Council also deems the following specific incidents as major breaches of discipline that may result in permanent exclusion:

- **Health and Safety:** Deliberate activation of the fire alarm without good intent.
- **Digital Infrastructure:** Repeated or serious misuse of Academy computers, including hacking or any activities that compromise the integrity and security of the Academy's computer network.
- **Staff Welfare:** Repeated verbal abuse directed toward members of staff.

*Note: The lists detailed above are not exhaustive, but serve to indicate the severity of offenses that compromise the discipline, safety, and well-being of the Montgomery Academy community.*

## Short-Stay Off-Site Direction Policy

*(Short-Term Respite & Alternative to Suspension)*

In some circumstances, as an alternative to a formal suspension, Montgomery Academy may direct a student to attend a short-term placement at another school's behaviour unit or inclusion centre for a day or a set short period.

This Short-Stay Off-Site Direction is designed as a swift, supportive intervention to provide an immediate change of environment, reduce the length of a formal suspension from appearing on the student's record, and encourage a positive behavioural reset. This policy governs **short-term / respite off-site directions** (typically lasting from 1 day up to a short set period) as a direct alternative to suspension.

### 1. Notice Period and Logistics

- **Mandatory Notice Period:** In all cases, a minimum of **48 hours' notice** must be provided to the student's family prior to the start of the placement to allow for all necessary logistical arrangements to be made. (Depending on the incident and whether it's felt the student can behave appropriately they will either be suspended during this period or be in the C5 room)
- **Family Liaison:** The Withdrawal Room Manager (in coordination with the Lead Behaviour and Inclusion Manager) will liaise directly with the family to explain the reasons for the placement and provide all specific arrangements for the hosting school (including location, timings, transport details, and main contact details).
- **Support for SEND:** To ensure the student is supported appropriately during their short stay, the Withdrawal Room Manager will share the student's SEND Passport and relevant support strategies with the hosting school prior to their arrival.

### 2. Uniform and Conduct

Students remain registered members of the Montgomery Academy community throughout their short-stay placement. As such:

- **Uniform:** Students must wear full Montgomery Academy uniform unless explicitly directed otherwise.
- **Expectations:** Students are expected to uphold the highest standards of behaviour. A failure to meet the expectations of the hosting school's unit will be treated with the same gravity as a failure within our own C5 room, and may result in the immediate cancellation of the short stay and escalation to a formal suspension.

### 3. Education

To ensure the student's education remains uninterrupted during their time off-site:

- The Withdrawal Room Manager will liaise with Year Teams who will notify Montgomery staff to email specific classwork directly to the hosting school's staff. This ensures the student continues following their standard Montgomery Academy curriculum.
- **Online Learning:** Students may also continue their progress using our core digital learning platforms:
  - **Sparx Maths & Science**
  - **Seneca Learning**

#### 4. Reintegration and Return

Because short-stay directions are brief interventions, a swift and structured return to mainstream lessons is essential:

- **Inclusion Check-In:** Immediately following the completion of the short-stay placement, returning students must report to the Inclusion area for a formal check-in. This check-in allows pastoral and inclusion staff to connect with the student, review their conduct and work completed during the placement, and ensure they are fully prepared to transition back into their mainstream lessons successfully as soon as possible.

## Off-Site Direction and Managed Moves Policy

At Montgomery Academy, we recognise that some students may require a formal change of environment to improve their behaviour, attendance, or overall wellbeing. Aligning with the **FCAT Off-Site Direction Guidance** and DfE statutory guidance, these interventions are designed to support students, prevent permanent exclusion, and provide targeted support when internal strategies have been exhausted.

- **Off-Site Direction:** A formal, time-limited educational placement at another mainstream school, Pupil Referral Unit (PRU), or Alternative Provision (AP) intended to improve behaviour.
- **Managed Move:** A strictly voluntary, permanent transfer to another mainstream school following a successful trial or agreement between all parties.

### 1. Principles and Legal Framework

- **Legal Basis:** Under statutory DfE guidance and FCAT Trust policy, academies exercise powers to direct a pupil off-site temporarily to improve their behaviour.
- **Purpose:** Off-site direction is a supportive behaviour management tool—it is not a sanction, punishment, or formal exclusion.
- **Governance Oversight:** In accordance with FCAT policy, decisions regarding off-site directions are overseen by the designated Academy lead and reported to the Governing Board to ensure transparency and proper monitoring.

### 2. When Off-Site Direction is Used

Off-site direction to another mainstream school or alternative provision setting may be arranged when internal targeted support or outreach interventions have proven unsuccessful, specifically for:

- **Behaviour Improvement:** To break persistent patterns of defiance or disruption that have not responded to internal school interventions.
- **Exclusion Prevention:** As a proactive intervention when a student is at risk of permanent exclusion.
- **Fresh Start:** To provide a structured, clean slate in a new environment.
- **Safety & Wellbeing:** To remove a student from situations where relationships or environments pose a risk to themselves or others.

### 3. The Off-Site Direction Process & Review Timeline

During an off-site direction to another mainstream school, the student is Dual Registered (maintaining their primary roll at Montgomery Academy while registered at the hosting setting).

## Placement Duration & Review Schedule

- Time-Limited Duration: Off-site directions must have a clear start date and a designated end date, typically lasting between 3 and 12 weeks maximum.
- Review Interval: Placements are subject to formal, regular review meetings involving Montgomery Academy, the host school/provider, parents/carers, and the student:
  - Initial Review (Week 3): To evaluate early engagement, attendance, and initial behavioural progress.
  - Mid-Point Review (Week 6): To assess ongoing progress against agreed targets.
  - Final Review (Week 12 / End of Placement): To determine the final outcome of the direction.

## 4. Outcomes of an Off-Site Direction

At the conclusion of the off-site direction, one of the following outcomes will occur:

1. Successful Reintegration: The student successfully achieves their behavioural goals and returns to mainstream education at Montgomery Academy with a structured reintegration plan.
2. Transition to Managed Move: If the placement at a hosting mainstream school is highly successful and all parties agree it is in the child's best interest, the process may transition into a permanent Managed Move.
3. Return for Further Intervention: If the placement does not meet its objectives, the student returns to Montgomery Academy, where alternative support, SEND assessments, or further pastoral pathways will be implemented.

## 5. Communication & Safeguarding Requirements

- Written Notification: Parents/carers will receive formal written notice prior to the start of the direction. This includes the start date, address of the hosting provision, contact details, and specific behavioural targets.
- Multi-Agency & External Consultation:
  - If the student has an EHCP, the Local Authority EHCP team must be consulted.
  - If the student is a Looked After Child (LAC) or has an assigned Social Worker, the Virtual School and Social Worker must be involved in the decision-making process.
- Information Sharing: Before placement, Montgomery Academy shares necessary documentation—including SEND Passports, risk assessments, reading ages, and attendance data—to ensure the hosting provider can fully support the student.
- Student Conduct & Uniform: Students are required to uphold high standards of conduct and follow the host setting's behaviour policy while maintaining connection to the Montgomery Academy community.

## Engage Programme

Engage provides a bespoke, in-school alternative learning support framework designed for students struggling to navigate mainstream environments and at risk of increasing suspensions or permanent exclusion. Rather than removing students from the core curriculum, we deliver an on-site, trauma-informed, and nurturing intervention model. We look beyond challenging behaviour to understand its root causes, coaching students into appropriate learning behaviours while actively preserving their place within the mainstream community. Our provision is built on high impact, relational interventions that break down barriers to learning and build long-term emotional resilience.

- Providing a sense of belonging through trauma informed and nurturing advocacy.
- Engaging with parents and students in a positive way
- Fostering emotional safety, trust and positive feelings about school
- Breaking down barriers to learning
- Supporting with reintegration into mainstream classes where possible
- Supporting teaching staff in their work with challenging students
- Providing cultural and life experiences beyond the classroom in the form of visits and volunteer work
- Improving behaviour through coaching and teaching of behaviour management strategies
- Reducing number of exclusions
- Improving attendance

The support offered from staff in Engage includes but is not exclusive to the following strategies and targeted interventions.

**In class 1-1 support** delivering targeted, side-by-side coaching to ensure academic continuity whilst co-regulating difficult moments.

**‘Soft Landings’** to offer a structured low-stimulation start to the day to aid emotional regulation and proactively prepare students for the day ahead.

**Emotional Literacy & Regulation Interventions:** Teaching students how to identify, articulate, and manage their emotional states through explicit, evidence-based coaching.

**Dynamic Check-ins:** Implementing scheduled, brief touchpoints throughout the day with trusted adults to prevent emotional escalation.

**Proactive Behaviour Coaching:** Transitioning students away from survival-driven “flight or fight” behaviours and equipping them with replacement pro-social learning strategies.

**Collaborative working:** Close links with the SEND team allows for referrals to be made where necessary to support any additional educational needs and outside agency intervention to help with barriers to learning and social, emotional support as require.

## **Students with Additional Needs**

The Behaviour, Pastoral and SEND team work together to support students with any additional need. Weekly Meetings of Concern take place where members of each team are represented to review and plan strategies for our students who need extra support and intervention. The meetings enable the teams to work together so that all possible difficulties are explored.

When applying the behaviour policy reasonable adjustments are applied to support students with SEN, Children in Care, vulnerable students with complex needs associated with trauma, managing relationships and attachment and those accessing the Engage Programme.

Some students with additional needs, including behaviour needs, are assigned a key worker who works closely with them and their families.

### Student Support Centre

#### Rationale

Montgomery's Student Support Centre Team work with Montgomery students with education learning needs, sensory difficulties and social, emotional and mental health issues. Students with special educational needs all have learning difficulties or disabilities, which may produce barriers to learning. These students may require support that is additional to, or different from other students of the same age.

All students make progress at different rates and have varying ways in which they learn more effectively. Teachers consider this at Montgomery by taking careful consideration over how they structure and organise their lessons, the classroom environment and layout, the exercise books and the planning and adapting their delivery based on the needs of the learner. Advice and strategies for teachers are produced and outlined on learning plans, which are updated termly.

#### The Role of the Student Support Centre and interventions provided

Within the Student Support Centre, we offer:

- Student discussions at 'Student of Concern' Tuesday morning meeting should concerns are raised to ensure the right support is put in place for them
- Lunch club/Break club in the SSC
- Individual SMART targets on SEND Learning Plans

- Exit passes on the corridor or to the SSC for time out
- In Class Support with Student Support Assistant where possible
- C3 Buddy to the SSC
- C5 / Isolation / Exclusions discussed with SENCo & Pastoral Team
- Regular home contact
- Behaviour and conduct, attendance & rewards monitored weekly by SENCO and Key Workers
- Reasonable adjustments put in place to support student needs appropriately
- Referral to CAMHS/Headstart/Youth Therapy/BYPS/counselling
- Talk About for Teens intervention
- Blackpool SEND Team or Educational Psychologist involvement
- Lesson Observations/ liaison with teacher and SENCo
- Blackpool Carers referral for Young Person and family
- Drawing and Talking
- Emotional Literacy
- Emotional Coaching
- Reading and WIKI Interventions
- Extra-curricular interests / placement / specific responsibilities assigned
- Shine Therapy sessions
- Life Coach sessions
- Sensory support via our Sensory Room
- Assembly in the SSC
- Reading group and interventions during registration in the SSC
- Time out passes to the SSC, Key Worker or Year Group Team
- Lego Therapy
- Neuro Linguistic support with HLTA
- Walk and Talk
- Mindfulness, games and well-being apps

## **Internal School Student Support**

### **SAFEGUARDING**

Safeguarding Team  
Early Help Support  
Transition Support  
Food Pantry

### **PASTORAL**

Pastoral Support  
Walk and Talk  
1-1 Pastoral Support  
Early Help Support  
Referral to Outside Agencies

### **SEND**

Student Support Centre  
Drawing and Talking  
Social Stories / comic strips conversations  
Lego Therapy  
Emotional Literacy  
Educational Psychologist  
Blackpool SEND Team  
Literacy and Numeracy Intervention  
Access Arrangements  
Screenings for specific learning needs  
Referrals to the Neurodevelopmental Pathway  
Referrals to the ADHD Pathway  
Speech & Language Assessment

### **EMOTIONAL HEALTH**

Walk and Talk  
Mental Health and Wellbeing Market place  
Mental Health Lead  
Mental Health First Aid Staff  
NLP Trained Staff  
Lego Therapy  
Mindfulness and Wellbeing Apps  
Trauma Informed Practice  
Bereavement Counselling  
Rugby Mentoring Programme  
Key Worker  
Life Coach  
SHINE Therapy

## BEHAVIOUR

Engage  
Behaviour Support Officer  
Isolation Support Team  
Life Coach  
PCSO

## ATTENDANCE

Attendance Team  
Attendance Mentor  
EBSA trained staff  
Attendance Support Team  
Pupil Welfare Officer

## HEALTH

School Nurse  
First Aid trained staff

## **External School Student Support**

### **Child Protection & Exploitation**

- AWAKEN
- Children Social care
- CAFCASS
- Enlighten Therapeutic Service
- CEOP
- Police Prevent partnership panel
- Community Policing
- Blackpool FC Champions Programme

### **Mental Health, Crisis & Wellbeing**

- CASHES / RAIS
- Rainbow trust
- Options4CYP / CAMHS
- SHINE
- Better Minds Blackpool
- YouTherapy
- Bernardos
- Kooth Blackpool
- Lancashire Mind
- Counselling in the Community (CITC)
- Bereavement counselling, Linden Centre
- CCATS
- The DEN (Empowerment Charity)
- Nest Lancashire
- Fylde Coast Women's Aid (FCWA)
- Child Action North West (CANW)
- ADAPT Programme
- PMH Drop ins
- WIRED
- SPO - Adult Mental Health
- The Platform - Students at risk of NEET

### **SEND, Neurodiversity & Disabilities**

- Aiming Higher Charity
- Neu Way Support
- Blackpool SENDIASS
- Blackpool SEND Local Offer & Complex Needs
- Blackpool Parent Carer Forum
- Blackpool Educational Psychology team.

- Neuro Ninjas
- Blackpool Tigers
- Blackpool Polar Bears

#### Health & Wellbeing

- Horizon Young People's Service (ADASH)
  - School Nurse services
- Blackpool Early Parenthood Service
  - Blackpool Young People service

#### Family Support & Early Help

- Blackpool Family Hubs
- Blackpool Youth Mediation & Family Support
- Blackpool Carers Centre & Young Carers
- Early Help Link Worker (Blackpool Council)
- POPS (Partners of Prisoners & Families Support Group)
- Shelter
- Parenting Support Triple P
- Getting on better - Parental conflict
- Elliots Place -Young men 18+ struggling with Mental Health
- Housing Options
- Solace Support - Families effected by suicide
- Frank bottle Trust

#### Youth Clubs & Community Inclusion

- The Magic Club
- The Boathouse Youth
- URPotential Youth Project
- Blackpool FC Community Trust
- Tramshed
- Boys and Girls Club

#### Rights, Advocacy & Youth Voice

- Blackpool CYP Advocacy Service
- NYAS (National Youth Advocacy Service)
- Blackpool Youth Justice Service (YJS)
- Blackpool Co-Production & Just Uz
- CAFCASS

## Punctuality & Attendance to Lessons

Punctuality is a core element of the **SMART** expectations at Montgomery Academy. Arriving on time ensures students start their day focused, prepared, and ready to learn without disrupting the education of others.

### 1. Punctuality to School

All students are required to be on the Academy site and ready for the school day by **8:45 AM**. To correct and support poor punctuality habits, the following escalated sanctions apply:

- **Arriving up to 5 minutes late:** Accumulating **three (3) late marks** within a half term will result in an automatic **60-minute after-school detention**.
- **Arriving more than 5 minutes late:** A **single (1) late mark** of more than 5 minutes will result in an automatic **60-minute after-school detention** on the same day.

**Parental Responsibility:** If there is a genuine, unavoidable reason for a student's lateness, parents/carers must contact the Academy early in the morning. While the Academy will support families facing genuine difficulties, it remains the legal responsibility of parents/carers to ensure their child arrives on time.

### 2. Punctuality to Lessons

To ensure a smooth transition across the site, students are permitted a **5-minute movement window** between consecutive lessons. However, following morning break and lunch, students must be in their designated classrooms by the following times:

#### **Break Time Return Thresholds**

- **Years 9 & 10 (First Break):** Must be in Lesson 2 by **10:35 AM**
- **Year 7 (Middle Break):** Must be in Lesson 2 by **11:05 AM**
- **Years 8 & 11 (Third Break):** Must be in Lesson 3 by **11:35 AM**

#### **Lunch Time Return Thresholds**

- **Years 9 & 10 (First Lunch):** Must be in Lesson 4 by **1:00 PM**
- **Year 7 (Middle Lunch):** Must be in Lesson 4 by **1:30 PM**
- **Years 8 & 11 (Third Lunch):** Must be in Lesson 5 by **2:00 PM**

#### **Sanctions for Lesson Lateness**

If a student arrives late to a lesson, staff will record an **'L' code** on the register alongside the exact number of minutes late. Late-to-lesson detentions are processed daily using the Academy's 24-hour cycle (**running from Lesson 5 of the previous day to Lesson 4 of the current day**):

- **1 Late Mark in a 24-hour cycle:** Automatic **60-minute** after-school detention.
- **2 or more Late Marks in a 24-hour cycle:** Automatic **90-minute** after-school detention. *Parents/carers will be notified via message regarding the scheduling of these detentions.*

## Toilet & Lesson Leave Policy

Montgomery Academy aims to balance a caring, supportive environment with high expectations for learning. To maximize learning time, students are expected to use the restroom facilities before school, during lesson transitions, and during designated social times (break and lunch).

### 1. General Restrictions

- Any request to leave a lesson for the toilet will be recorded on **ClassCharts**. This data is shared automatically with parents/carers. If an irregular pattern of visits emerges, a pastoral review meeting will be arranged to discuss the matter.
- Any student permitted to leave a lesson must carry an official **Out of Class Pass** provided by their teacher.

### 2. Facility Timings and Supervision

To ensure safety and supervision, the following zoning and timing rules apply to Academy facilities:

- **Lesson 1** : The **M Block** toilets are open before school and lock promptly at **9:13 AM** for the duration of Lesson 1. No student is permitted to use these facilities during Lesson 1 without a personalised medical pass.
- **Subsequent Reopening**: M Block toilets reopen at **10:15 AM** and remain open for the rest of the school day.
- **Year 7 Provisions**: The Year 7 toilets in the M Block Humanities corridor are strictly reserved for Year 7 students. Year 7 toilets remain open throughout the day.

**Staff Discretion**: This framework acknowledges that Year 7 students may require a transition period as they adapt to the Academy's routines. Staff are expected to exercise professional discretion, particularly regarding female students.

## Digital Safety, Screening, and Searching Powers

### 1. Online Safety and Cyberbullying

Montgomery Academy is committed to ensuring a safe digital environment. Any student who infringes upon the Academy's Online Safety Policy (including, but not limited to, cyberbullying, harassment, or sharing inappropriate content) will face disciplinary action.

- **Jurisdiction:** This policy applies to online misconduct that takes place during school hours or off-site/outside of school hours where the incident links to membership of the Academy or impacts the well-being and safety of pupils or staff.
- **Safeguarding Referrals:** All breaches of online safety will be formally recorded and immediately referred to the Designated Safeguarding Lead (DSL) or a member of the safeguarding team.
- **Escalation and Sanctions:** The final determination regarding sanctions rests at the discretion of the Senior Leadership Team. Depending on the severity of the infraction, outcomes may include:
  - Targeted parental contact and mandatory restorative intervention.
  - Referral to the Headteacher for consideration of a suspension or permanent exclusion.
  - Referral to a Police Community Support Officer (PCSO), or the Police.

### 2. Screening of Students

The Academy maintains a statutory right to manage the safety of its staff, pupils, and visitors under health and safety legislation.

- **Routine Screening:** The Academy can require pupils to undergo screening using hand held wands. This screening can take place without pupil consent and without prior suspicion that a weapon is present.
- **Authorised Staff:** Any member of Academy staff may be authorised to conduct non-contact screening.
- **Refusal to Comply:** If a student refuses to undergo screening, the Academy reserves the right to deny them entry to the premises. Under health and safety law, this does not constitute an exclusion. The student's absence will be recorded as **unauthorised (Code O)**, and it remains the student and parent's responsibility to comply with safety rules to attend school.

### 3. Searching Students and Possessions

Academy staff have the power to search a student's person or possessions (including bags) under two distinct frameworks:

#### *Searching with Consent*

- Academy staff can search pupils with their explicit consent for any item that violates school rules.

### ***Searching Without Consent***

- The Headteacher, or staff explicitly authorised by the Headteacher, hold the statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect the pupil is carrying a "prohibited" or "banned" item.
- Staff will use professional judgment to establish suspicion, which may be informed by eyewitness accounts, CCTV footage, or atypical behaviour. A search is legally permissible even if no item is ultimately found.

### ***Classification of Prohibited and Banned Items***

The items subject to a search without consent include:

- Knives, weapons, or any article fabricated/intended to cause personal injury or property damage.
- Alcohol, illegal drugs, and drug paraphernalia.
- Stolen items.
- Tobacco, cigarette papers, fireworks, and pornographic images.
- **Electronic Cigarettes / Vapes:** Vapes and related smoking paraphernalia are strictly banned at Montgomery Academy and are classified locally as prohibited items, subjecting them to immediate search, screening, and seizure.

## **4. Seizure and Confiscation Powers**

Under Section 91 of the *Education and Inspections Act 2006*, Academy staff have a general power to discipline, which permits the confiscation, retention, or disposal of a pupil's property as a reasonable disciplinary penalty.

- Authorised staff exercise professional discretion to retain or destroy confiscated items based on the context of the search.
- Any item suspected of being an offensive weapon **must** be handed over to the Police immediately.
- The law provides a statutory defence for staff members against claims of liability for the loss or damage of any item confiscated lawfully and reasonably.

## **5. Parental Communication and Complaints**

- The Academy is **not** legally required to inform parents/carers before a search takes place, nor are we required to seek parental consent.
- While there is no legal requirement to keep a centralised record of every routine search, Montgomery Academy will proactively inform parents/carers if prohibited or harmful substances (such as alcohol, illegal drugs, or vapes) are discovered.

- Any formal complaints regarding the administration of screening or searching protocols will be managed through the standard Academy Complaints Procedure.

### **Malicious Allegations Against staff**

The Academy maintains a zero-tolerance approach to malicious or intentionally false allegations made against members of staff. Any such allegation will be investigated fully and rigorously by the Headteacher or their appointed representative in accordance with statutory safeguarding and discipline procedures. If an allegation is proven to be malicious, deliberate, or fabricated, it will be treated as a severe breach of the Academy's Behaviour Policy. The school reserves the right to apply the full range of disciplinary sanctions—up to and including permanent exclusion—and, where appropriate, refer the matter to external agencies such as the police.



# MONTGOMERY ACADEMY

## Student Support & Reintegration Contract

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Expectations

I agree to abide by the school's code of conduct. **SMART** is how we expect Montgomery students to conduct themselves throughout the day:

- **S** – I will act in a **SAFE** manner.
- **M** – I will behave in a **MATURE** way.
- **A** – I will be **AMBITIOUS** and work hard in my lessons.
- **R** – I will be **RESPECTFUL** to staff, students, and Montgomery Academy property.
- **T** – I will be **THOUGHTFUL** to all members of the Montgomery family.

I agree that I **will not**:

1. \_\_\_\_\_
2. \_\_\_\_\_

### Support

|                         | Support Services Available                                                                                                                                                                 |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Safeguarding</b>     | <input type="checkbox"/> Safeguarding Team<br><input type="checkbox"/> Early Help Support                                                                                                  |
| <b>Pastoral</b>         | <input type="checkbox"/> Pastoral Support<br><input type="checkbox"/> 1-1 Pastoral Support                                                                                                 |
| <b>SEND</b>             | <input type="checkbox"/> School SEND Team<br><input type="checkbox"/> Student Support<br><input type="checkbox"/> Educational Psychologist<br><input type="checkbox"/> Blackpool SEND Team |
| <b>Emotional Health</b> | <input type="checkbox"/> Walk and Talk<br><input type="checkbox"/> NLP Trained Staff<br><input type="checkbox"/> Key Worker<br><input type="checkbox"/> Life Coach                         |

|                   |                                                                                                                                          |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <input type="checkbox"/> SHINE Therapy<br><input type="checkbox"/> Bereavement Counselling                                               |
| <b>Behaviour</b>  | <input type="checkbox"/> Engage<br><input type="checkbox"/> Behaviour Support Officer<br><input type="checkbox"/> Isolation Support Team |
| <b>Attendance</b> | <input type="checkbox"/> Attendance Team<br><input type="checkbox"/> Pupil Welfare Officer                                               |
| <b>Health</b>     | <input type="checkbox"/> School Nurse                                                                                                    |

**Internal Support / Actions Offered:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**External Agency Support / Actions Offered:**

- \_\_\_\_\_
- \_\_\_\_\_

I understand that failure to comply with these conditions may result in further and more serious action being taken by the school.

**Student**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent / Carer Agreement**

I / We agree to:

- Monitor the reintegration programme and sign the reintegration report on a daily basis.
- Inform the school of any problems that might affect the smooth reintegration of my child.

**Parent/Carer**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix B

### Harmful Sexual Behaviour

Montgomery Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions. All staff have received training about Child on Child Abuse and all students have had assemblies on the subject.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)

## Appendix C

### Off-Site Direction & Managed Move Agreement

#### Montgomery Academy

#### Placement Type (Please Tick):

☐ **Outgoing:** Montgomery Academy is the *Home School* (Student going to another school/provider)

☐ **Incoming:** Montgomery Academy is the *Host School* (Student coming from another school/provider)

#### 1. Student & Placement Details

|                                                 | Details |
|-------------------------------------------------|---------|
| Student Name                                    |         |
| Year Group                                      |         |
| Home School (currently registered)              |         |
| Hosting School/Provider (hosting the placement) |         |
| Start Date                                      |         |
| Registration status                             |         |

#### 2.. Rationale for Direction - Tick all that apply as per Section 2 of the Policy:

- ☐ **Fresh Start:** Opportunity to reset behaviour expectations.
- ☐ **Persistent Disruption:** Internal interventions have been exhausted.
- ☐ **Parental Request:** Move initiated/supported by parents/carers.
- ☐ **Attendance:** Re-engaging student with learning.
- ☐ **Safety & Risk:** Mitigating risk to self or the school community.

#### Brief Summary of Objectives:

(What does the student need to achieve during this placement?)

---

#### Agreed Success Criteria:

- Attendance Target:** 98%
- Behavioural Expectations:** (following host school's specific policy)
- Academic Engagement:** (To engage actively in all lessons with consistent effort)

**3. Meeting Schedule** *Success is measured against the specific targets set below.*

|                                              | Date | Lead Personnel |
|----------------------------------------------|------|----------------|
| <b>Initial Transition Meeting</b>            |      |                |
| <b>Initial Testing / Baseline Assessment</b> |      |                |
| <b>6-Week Progress Review</b>                |      |                |
| <b>12-Week Final Review</b>                  |      |                |

**4. Documentation & Information Sharing**

*Montgomery Academy confirms the following have been shared with the host provider:*

- ☐ **SEND Passport / Learning Plans** (if applicable)
- ☐ **Safeguarding Information** (where appropriate)

---

**5. Formal Agreement & Sign-Off**

**Student Statement:**

I understand that I am being given a fresh start at [Host School]. I agree to follow their specific rules and behaviour policy. I understand that if I meet my targets, I may move to their roll permanently after 12 weeks.

**Parent/Carer Statement:**

I/We understand the objectives of the placement and the consequences of the 12-week review process.

| Role             | Name | Signature | Date |
|------------------|------|-----------|------|
| Student          |      |           |      |
| Parent/Carer     |      |           |      |
| Home School Lead |      |           |      |

|                  |  |  |  |
|------------------|--|--|--|
| Host School Lead |  |  |  |
|------------------|--|--|--|

### Additional Notes

- **Failure of Placement: Failure of Placement:** If expectations are not met at the 6 or 12-week mark, the student returns to Montgomery Academy (if they were an outgoing student) or to the school they came to Montgomery from (if they were an incoming student) for further support or disciplinary review.
- **Permanent Move / Return:** Upon successful completion of the 12-week period, the student will typically transition fully to the **Host School's** roll. However, if the placement was intended as a short-term intervention to improve conduct, the student may be considered for a return to their **Home School**, subject to a formal review of their progress and behaviour.