



Unity Academy

Behaviour Policy

Reviewed February 2024

Introduction

FCAT Academies have at their heart a firm commitment to putting the needs of children first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

FCAT Academies believe that students should be encouraged to adopt behaviour that supports learning and promotes good relationships. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Unity Academy acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs and/or disabilities (SEND).

Students learn best in an ordered environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

Aim

To create positive and purposeful culture whereby all members of the school community commit to the shared values of **Ready, Respectful, Safe**. Examples of behaviours which support this are shown below:

Ready

In Unity we:

- Value education
- Show a positive attitude to learning
- Are engaged, ambitious and resilient
- Attend every day, on time
- Listen actively
- Are well prepared, e.g. with uniform and equipment
- Pay attention to self-care, e.g. sleep, emotional wellbeing and nutrition

Respectful

In Unity we:

- Follow rules
- Consider others, are well-mannered and polite
- Lead others to be kind and caring
- Show empathy
- Are supportive of peers
- Use appropriate language
- Proactively care for our environment







Safe

In Unity we:

- Move around the school site in a calm, controlled way
- Access support for wellbeing, physical and emotional health, when needed
- Build trusting relationships
- Know how to raise a concern and get help
- Understand, respect and comply with routines
- Accept personal responsibility and follow instructions
- Enhance the safety of the school community through our actions

Classroom management

If a student infringes classroom rules a teacher will use the traffic light system. We want all students to stay on green or move to blue. If a poor attitude to learning is demonstrated, tiered interventions are applied. Interventions are designed to be effective at the lowest possible level of intervention and to restore good learning as quickly as possible. Teachers will encourage, recognise and acknowledge **expected** positive learning behaviour and conduct.

EYFS	YR-6	Y7-11
 <p>Castle</p>	<p>Teachers will have a laminated copy of the red/amber/green/ blue system on their desk Staff are encouraged publicly praise students who perform really well on boards.</p> <p>Students who demonstrate an outstanding attitude to learning may receive a sticker, a Student Of The Lesson and/or a Wow Card.</p>	 <p>Teachers will have a laminated copy of the red/amber/green/ blue system on their desk Staff are encouraged publicly praise students who perform really well on boards.</p> <p>Students who demonstrate an outstanding attitude to learning will be moved to Blue. A student may receive a Student Of The Lesson and / or a Wow Card.</p>
	<p>If students demonstrate a thirst for learning a house point can be given. If a negative attitude to learning is shown, a student will be spoken to by a member of staff and reminded of our expectations. Self-regulation is encouraged. If required, a second reminder of our expectations and the impact on their learning may be given. A member of staff may recommend time in the Classroom Reflection Zone until the student is in a more positive frame of mind for learning. A physical timer can be used where required. Self-regulation is encouraged again with support provided by classroom staff to - settle into learning.</p>	 <p>Every student starts on green. If they stay on green and demonstrate a thirst for learning a house point is given. If a negative attitude to learning is shown a student receives a verbal warning. Self-regulation is encouraged. If a second verbal warning has to be given then a student moves to amber.</p>
	<p>If the student does not improve their learning behaviour and is not ready for returning to learning, then an additional agreed amount of time in the Classroom reflection zone can be used. If after this agreed time, they are still not ready to return, the student is encouraged to use the Re-set Zone which is on the corridor outside their classroom. A 1:1 conversation will take place with a member of the Primary Student Support Team (PSST) who will visit corridors and lessons every lesson, every day in order to encourage a re-set in their mindset and to support their reintegration back into the classroom. This may be a simple conversation, a walk and talk, time away from the learning space or support actually in the lesson. Teachers in Years 5 and 6 can also access the secondary On Call system should it be deemed more appropriate depending on the behaviour. Head of Year (HOY) will make this decision.</p>	 <p>Initials are placed under the amber traffic light on the laminated sheet on the desk. Self-regulation is encouraged again. If the student does not improve their learning behaviour, their initials are recorded by the red traffic light. Colleagues are advised to have a 1-1 conversation with the student and warn of risk of remaining on red. Colleagues should also make an On-Call request for support via Class Charts. On Call staff will intervene in an effort to restore and sustain learning and to avoid very rapid escalation to the status of 'second red' and the potential removal of the student from the lesson.</p>



Giant

If the student is not ready return to learning after following support from classroom staff and intervention from the Primary Student Support Team, the student will be referred to their **Head of Year** (1) who will make a decision about who (2) will contact parents to inform them of what support has already been put into place and what further support is planned (3). A CARE point is recorded on ClassCharts with clear, factual information about the behaviour and the further planned support to be provided. Contact with parents will be recorded on ClassCharts. Any work not completed in school due to lost learning will be sent home.



If, after initially being placed on red and following advice, guidance and conversation with the student and the intervention of On Call staff, there is **no improvement** in behaviour after a student's initials have been put under the red traffic light, request further On Call support via ClassCharts. The student will be removed to the Reflection room. A behaviour point is recorded on ClassCharts.

Notes

Heads of Year will monitor behaviour data to identify issues and patterns and put in place Plan Do Review/Student Support Plans as required. The operation and impact of these will be evaluated including at Student Support Panel meetings.

Issues will be communicated to parents/carers and communication will be escalated as required, for example from Class/subject teacher, Assistant Head of Year, Head of Year, Assistant Head Teacher (AHT), Head of Primary/Secondary Standards.

Heads of Year will utilise further interventions, for example (15 minute) R&R (reflect and rebuild) discussion, reflective discussion with Student Support Team colleagues, Assistant Head Teacher (AHT), Head of Primary/Secondary Standards, planned sessions with the SEAL (Social and Emotional Aspects of Learning) Mentor and/or school mental health support team etc. Heads of Year will also manage the Tier report card system.

Internal exclusions will be utilised should the need arise. This will be decided by Student Support Team leaders and/or senior leaders. Time spent in Reflection or Lighthouse rooms will be used productively and will also include support sessions with the SEAL mentor and/or school mental health team.

External fixed term suspensions will only be used in extreme cases and must be authorised by the Headteacher (or in their absence) a Deputy Headteacher. In every case, the suspension pro forma must be completed by an identified member of the Student Support Team. Following any exclusion, a reintegration meeting will be held and a planned programme of support will be put into place. This will include further, coordinated interventions by the Student Support Team.

The process for children Years R to 6 is reset at 1.00pm to encourage pupils to have a successful afternoon. Our approach at Unity is based on reflective practice to change a student's behaviour and inclusion rather than exclusion.

Alongside **Ready, Respectful, Safe** there are 3 basic rules that we expect our students to follow at all times:

- No mobile phones are allowed out between the hours of 8.15am and 3.15pm
- No fizzy and/or high caffeine/high sugar drinks
- Maintain 'safe and sensible' behaviour when moving around the school

Primary Recognition and Rewards

Alongside rewards for positive behaviour such as excellent attendance, a consistent system of rewards is to be used to recognise hard work and achievement. Rewards will be promoted and recognised through assemblies. Rewards at Unity include:

- House Points
- Student of the Lesson cards
- Wow cards
- Stickers
- Star of the Week certificates
- House Point Certificates and House reward afternoons

Secondary Recognition and Rewards

Alongside rewards for positive behaviour such as excellent attendance, a consistent system of rewards is to be used to recognise hard work and achievement. Rewards will be promoted and recognised through assemblies. Rewards at Unity include:

- House Points
- Student of the Lesson cards
- Wow cards

Fixed term suspension

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. *The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities* and supports headteachers in using suspension and/or exclusion as a sanction where it is warranted.

(DfE 'Suspension and Permanent Exclusion from maintained schools, Academies and Pupil Referral Units in England 2023)

All decisions to suspend are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent. The following are **examples** (non-exhaustive list) of serious breaches:

- Harmful sexual behaviour, online sexual abuse, sexual violence (including sexualised language)
- Failure to comply with a reasonable request from a member of staff. Failure to wear Unity Academy uniform which has been provided (where available). A student who remains in incorrect uniform is regarded as having failed to comply with a reasonable request
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the 'consequence' system
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Theft
- Making a false and/or malicious allegation including against a member of staff
- Behaviour which calls into question the good name of the Academy, including when this takes place off the school premises whilst in school uniform
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

Permanent exclusion

A decision to exclude a student permanently will only be taken:

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school

The Headteacher will make any such judgement. In exceptional circumstances, it may be appropriate to permanently exclude a child for a first or 'one-off' offence. Offences which could warrant permanent exclusion (non-exhaustive list) include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse, assault, harassment and/or violence
- Supplying an illegal drug
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Possession of an illegal drug with intent to supply
- Carrying an offensive weapon
- Making a malicious serious false allegation including against a member of staff
- Potentially placing members of the school community or the public in significant danger or at risk of significant harm
- Persistent disruption and defiance
- Sustained bullying (including racist and/or homophobic bullying)

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can negatively affect the overall discipline and well-being of the academy community.

In addition, the Academy Council also considers the following to be serious incidents which may result in the permanent exclusion of a student:

- Deliberate activation of the fire/evacuation alarm without good intent
- Repeated or serious misuse of the Academy computers by hacking or other activities
- Repeated verbal abuse of staff or students (addressed within other categories above)

Other Interventions

Reflection / Reset Zones (R-Y6)

The purpose of Reflection / reset zone is to support a student to improve their behaviour.

There are two reasons why a student will access the Reflection / reset zone:

1. To have time with an adult for a restorative conversation to deescalate a situation and encourage the student into the correct frame of mind for learning.
2. For non-punitive and/or safety reasons or to enable conversations with staff attempting to resolve an urgent issue.

Reflection (Y7-11)

The purpose of Reflection is to support a student to improve their behaviour.

There are three reasons why a student will access Reflection:

1. If a student is removed from a lesson after having reached **and remained on** red on the traffic lights behaviour management system
2. If a student's behaviour the day before has been deemed unacceptable
3. For non-punitive and/or safety reasons or to enable conversations with staff attempting to resolve a specific issue

Lesson placement (Y7-11)

When a student is removed to Reflection by a member of On Call staff, they remain there for the remainder of that lesson. If a student is removed to Reflection by a member of On Call staff for a second time on the same day, the student remains in the Reflection room for the rest of that day and leaves school at 4pm.

One day placement (Y7-11)

In response to unacceptable behaviour, a student may be placed in Reflection for the day by their Head of Year, a member of SLT or the Behaviour Team Lead. A student attends their usual Form session and will then spend from 9.15am until 4pm in the Reflection room. Work will be provided by subject teachers to cover the work they would have completed in lessons that day. A phone call the day before to parents/carers will be made to share why this decision has been made.

Daily Routines

1. All students should arrive at school at 8.40am and proceed to their Form or Class room. Uniform will be checked and all students should be wearing the following items:
 - School blazer (Y6-11)
 - House tie
 - Black shoes
 - Black socks/plain black tights
 - White collared shirt (which must be tucked in)
 - Skirts (which must not be rolled up)
 - Black trousers
 - School jumper (optional)
 - School jumper/cardigan (R-Y5)
 - School bag

It is important that our high expectations are maintained and reiterated and that our students create a good impression by being clean and tidy. Hair should be neat and there should be no extreme styles. Make-up should not be noticeable. Jewellery should be limited to one stud in each ear and no other visible piercings are allowed. Hats and/or hoods of any kind are not to be worn inside unless for a specific medical reason.

2. Remind students to remove all external coats and hoodies when entering the school.

Corridor Routines

1. Students and staff walk on the left in corridors and on stairs
2. There is no running, only walking. Students move through the corridors calmly and with purpose
3. Respect is shown to everyone and especially to visitors
4. Toilets must not be used as a social gathering area
5. Staff on duty wear high visibility coat/vest at all times
6. No food or drink allowed on the corridors

7. When eating in the dining room, all students must sit down wherever possible
8. Students to follow verbal instructions from staff and the student senior leadership team

Classroom routines

Classroom routines for students

All students are expected to:

1. Contribute positively to lessons and allow all students to learn
2. Actively ask questions
3. Be on task at all times and respond to feedback from the teacher
4. Complete all work and present it to the best possible standard
5. Work in silence unless otherwise directed by their teacher

and to demonstrate the following positive learning behaviours:

- Be ready
- Take ownership
- Be reflective
- Participate
- Take managed and sensible risks
- Actively listen
- Collaborate
- Read Often

Classroom routines for staff

1. Staff will meet and greet at the classroom door, enabling a prompt lesson start
2. Use a well thought out seating plan. Be prepared to change the seating plan if it is not working
3. Coats are taken off and bags put under desks (not blocking walkways in the classroom)
4. When the register using SIMS is being called make sure the students are active answer with either 'Yes Miss', 'Yes Sir' or 'Yes Mr/Mrs/Miss...' Reply with a thank you or good morning/afternoon
5. Challenge late arrivals either during the lesson when you can speak to the student quietly on a 1-1 or at the end as this will minimise conflict and/or delay to the lesson start. If a student is late do not move them to amber using the behaviour management system as there may be a valid reason.
6. Use 'Do Now' activities which are understandable and which create engagement together with independent learning
7. Concentrate on 'one voice', 'eyes on me' and ensuring 'positive body language' from all students.
8. Dismiss students in an orderly manner
9. Ensure that rooms, desks, floors and whiteboards are cleared
10. Please leave the classroom clean and tidy

Offensive Weapons

The Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Academy Council to

be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

Online Safeguarding

Whenever a student infringes the online safeguarding policy, for example by participating in cyber bullying, the final decision on the level of sanction will be at the discretion of the school leadership. This includes incidents which may take place outside of the academy and which are linked to membership of the Academy. All breaches of the e-Safety Policy will be recorded and referred to the Designated Safeguarding Lead or a member of the Safeguarding Team.

Examples of sanctions are:

- referral to Headteacher
- contact with parents/carers
- exclusion
- referral to the Police/PCSO
- referral to DSL who may impose network sanctions.

Screening, searching and confiscation

Academy staff can search students **with** their consent for any item.

Senior leaders and the Student Support Team, including staff authorised by the Headteacher have the power to search students or their possessions (**with or without consent**) where they suspect the student has a 'prohibited item'. Staff will always **seek** consent for searches, inform parents/carers, will carry out any searches sensitively and will include Police support, where required. Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- literature promoting extremist views
- any item banned by the school rules which has been identified as an item which may be searched for.

Use of reasonable force

All academy staff have the right to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and staff authorised by the Headteacher are entitled to use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item which is banned by the school rules alone (rather than being prohibited) and not identified as an item which may be searched for. The personal safety of children and staff will remain the first priority in all cases.

At all times, staff will seek to avoid the use of force and attempt to de-escalate situations, using a trauma informed approach.

Malicious allegations against students or staff

The Academy views these extremely seriously and any instances will always be investigated by the Headteacher or their representative and appropriate action will be taken.

Beyond the School Gates

The school also expects all students to behave well in our community beyond school and to enhance their personal reputation and that of the school. The school will respond, using its existing sanctions framework to any incidents of (non-criminal) bad behaviour and/or bullying it is aware of, where it has jurisdiction to do so. This may include misbehaviour when:

- Taking part in any school - organised or related activity
- Travelling to or from school
- When wearing school uniform
- They are identifiable as a student at the school

Or misbehaviour at any time, which could:

- Prejudice the orderly running of the school
- Pose a threat to students/s or a member of the public
- Damage the school reputation.

As part of this the school may liaise with the Police, especially where potential criminality is reported.

Harmful Sexual Behaviour

Unity 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.

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 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: Nursery Year Groups

Aims and objectives

- Promote positive behaviour throughout the setting
- Develop a sense of caring and respect for one another, resources and environment
- Build caring, considerate and cooperative relationships with other children and adults
- Develop a range of social skills to help children learn what constitutes acceptable behaviour in order to make a positive contribution within the community
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement
- To plan opportunities to develop the personal, social and emotional needs of all children.

Ethos

- To ensure that a supportive “can do” ethos is adopted by Unity Nursery and all practitioners working within the setting
- To ensure that all the children and their families accessing the nursery are valued, respected and treated without discrimination.
- To ensure all children feel valued, respected and fully supported to reach their full potential

Roles and Responsibilities:

The Early Years Teacher (EYT) is responsible for leading the nursery years staff team and ensuring the needs of all children’s care and learning are met.

Under the guidance and planning completed by the EYT, the named practitioner is responsible for the implementation of early intervention and identification.

An admission procedure is in place for gathering information about children in order to meet their individual needs effectively.

It is acknowledged that all children reach their full potential when they feel safe, secure and valued, in order to achieve this, clear boundaries and rules will be agreed, implemented and positively reinforced at all times. The setting endeavours to take the necessary steps to safeguard and promote the welfare of all children. All children’s achievements however small will be recognised and acknowledged in a positive way.

The Nursery values the fact that families are unique and will encourage positive engagement with the parents/carers to identify learning needs and take actions in accordance with the SEND Code of Practice. The Nursery ensures that children’s behaviour is managed effectively and in a manner appropriate for their stage of development and individual needs. The following age bands when considering developmental stages for appropriate interventions are 2 - 3 and 3 - 5 year olds.

Nursery Years staff will:

- Plan opportunities to build on and extend all children’s knowledge, experiences, interests and skills and to develop personal self-esteem and confidence in a child’s ability to learn.
- Ensure the learning environment supports every child’s learning through planned experiences and activities that are challenging but achievable.
- Allocate resources, practitioners/adults and equipment to enable them to promote positive behaviour strategies and interventions.
- Follow the graduated response of the SEND Code of Practice (see SEND Policy).

Working with Parents

Nursery Years staff will:

- Recognise that parents are the children’s first and most enduring educators.
- Work in partnership with parents to bridge the gap between home and setting
- Recognise value and respect the unique dynamics and cultures of all families whilst adapting a sensitive approach to ensure children and family needs are met effectively.
- Recognise the value of partnership with parents to ensure positive outcomes for each child.
- Understand and value working consistently between home and school to secure improved outcomes for the child.
- Build strong relationships to support children to reach their full potential.
- Work with the parents to establish clear, consistent rules and boundaries at home and school.

Professional Development

Training is an integral part of understanding and implementing this policy and practitioners will be encouraged and enabled to access appropriate behaviour management training.

Other agencies

The setting will engage, liaise and work in partnership with outside agencies and services, as appropriate for the needs of the child, seeking consent where this is the correct, safe course of action.

Complaints If there is a concern regarding the implementation of this policy in the first instance please follow the academy complaints procedure.

Appendix

Off Site Direction to Improve Behaviour

Introduction

Schools have the power to direct pupils off-site in order for them to receive educational provision to improve behaviour. When deemed necessary and appropriate, Unity Academy will use this power.

Rationale

A direction for a pupil to attend an alternative provision for the purposes of improving behaviour is **not** an exclusion. A direction provides the formal framework within which an alternative provision is put in place to meet the needs of the pupil and pupils cannot be required to access alternative provision for the purposes of improving behaviour outside this direction framework.

Where a pupil's behaviour is such that the school has used strategies, which have not secured a positive change, an alternative provision may provide an early intervention strategy to facilitate improvement and to avoid suspension and/or permanent exclusion. As part of efforts to improve behaviour, colleagues will assess a pupil's needs before their behaviour has deteriorated to the extent that there is a risk of suspension and/or permanent exclusion.

Process

If a pupil is directed to attend an alternative provision to improve behaviour, a written direction must be issued to the pupil's parent/carer. Parental approval is desired but not required. The direction must be provided as soon as possible and no less than two days prior to the first expected day of attendance at the alternative provision **unless all parties agree to waive this in the interests of the pupil**. Any such waiver must be documented and communication relating to the direction must be given in writing. When a pupil has been issued with an Education, Health and Care Plan, the issuing Local Authority must also be informed of the direction, within the same timescales. Necessary SEND and safeguarding information will be confidentially shared.

Attendance

Pupils will be registered as B if present at the designated alternative provision. Any absence will be recorded and communicated to parents by the Unity Academy Attendance Team. Any absence will be recorded and addressed in line with the school attendance policy and procedures.

Where the attendance of a pupil at the alternative provision to which they have been directed is an issue, parent(s) may be subject to legal interventions requiring them to secure their child's attendance at that provision.

A pupil who has been directed to attend an alternative provision will not be removed from the Unity Academy roll.

The written direction will include the following information:

- The address of where the alternative provision is to be provided
- Details of the person and precise location to whom/which the pupil should report
- The number of days for which the direction will be imposed (including end/review date)
- The times at which the provision will commence and end each day, including details of the break between the morning and afternoon session
- The reason for and objectives of imposing the direction
- Logistical details to support attendance, e.g. lunchtime arrangements/free school meals

Review

Unity Academy Student Support Team colleagues will conduct a review meeting following all off-site directions (of whatever duration) as part of the process of reintegration. For directions of 6 weeks or fewer, this review will take place as soon as it is reasonably possible and wherever possible within 5 working days of the end of the direction. For placements of longer than 6 weeks, a review will take place every 6 weeks. All 'appropriate persons' (see below) will be invited to attend this review meeting (or to provide a written submission if they prefer), at least 6 days prior to a review date. The purposes of the review meeting are to evaluate

the impact of the placement, to evaluate interventions and to consider actions to support a successful reintegration to Unity Academy. The outcome of the review and associated decision/s will be communicated to all relevant parties no later than 6 days after the review meeting.

Appropriate persons are:

- Pupil and parent/carer
- Alternative provision representative
- Head Teacher (or designated deputy)
- Impartial representative of the Governing Body
- Local Authority representative for pupils with an Education, Health and Care Plan

Reintegration

When a pupil has been directed off-site to improve behaviour, a plan and process will be in place to reintegrate the pupil at the end of the placement, including a package of support. This will be documented in a Student Support Plan.

Quality Assurance

Unity Academy Student Support Team colleagues will quality assure the alternative provision to ensure that it is appropriate to the needs of the individual pupil. The package of support will be agreed with the provider(s), set out in writing, monitored and reviewed. This will involve clearly defined interventions, objectives and timescales. The agreement with the alternative provider will also specify how the pupil's attendance is to be overseen and followed up, and what arrangements for communication between the main school and the alternative provider.

Record Keeping

Copies of all correspondence and paperwork regarding a direction will be kept on a pupil's file.