



# **Unity Academy**

## **Behaviour Policy**

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### **1.0 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.

#### **1.1 Policy Aims:**

- To create and sustain a culture of exceptionally good behaviour; for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To avoid giving learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, celebrates uniqueness and encourages respect
- To promote community cohesion through improved relationships. To ensure that excellent behaviour is a minimum expectation for all
- To create positive and purposeful culture within which all members of the school community commit to the shared values of **Ready, Respectful, Safe**

#### **1.2 Policy Purpose/s**

The purposes of this policy are to provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations
- Positively reinforce behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

#### **1.3 Ready, Respectful, Safe**

Examples of behaviours which support Ready, Respectful, Safe 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

## **1.4 Consistency**

We believe that **consistency** is the key to ensuring effective positive behaviour.

Within our consistent culture of excellent behaviour management, our staff will ensure:

- **Consistent language and consist response**, with simple and clear expectations reflected in all conversations about behaviour
- **Consistent follow up**, ensuring certainty at classroom and school level, all staff taking and retaining responsibility for behaviour interventions, seeking support rather than delegating
- **Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating** appropriate behaviour
- **Consistent consequences** which are defined and applied by all staff as well as following established structures for more serious behaviours
- **Consistent, simple expectations** promoting appropriate behaviours
- **Consistent respect** from the adults, even in the face of disrespect
- **Consistent levels of emotional control**, to model and not simply instruct
- **Consistently reinforced routines** for behaviour around site
- A **consistent environment** which displays our core values
- **Consistently development and sharing** of our school rules

The best institutions have absolute consistency, where teachers act with one voice and one message, 'this is how we do it here'.

Consistency lies in the behaviour of adults and not only in the application of procedure

**All staff will:**

- **Meet and greet** at the door
- Refer constantly to **Ready, Respectful, Safe**
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use an approach that **recognises, positive behaviour** throughout the day
- Be **calm** and give 'take up time' when going through the stepped approach. Use preventative intervention strategies before sanctions
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are behaving inappropriately
- Support each other to sustain positive, calm and purposeful learning environments

**Middle Leaders**

Middle Leaders are expected to support colleagues within their teams to deploy effective behaviour improvement interventions, to intervene themselves to resolve more complex behaviour issues and to stand alongside colleagues to support, guide, model and sustain a unified consistency in approach to sustain good conduct and behaviour for learning. Heads of Department will prioritise, coordinate and lead on behaviour intervention to resolve issues linked to lessons in their subject/s and Heads of Year will prioritise, coordinate and lead on behaviour interventions to resolve issues in multiple lessons and/or outside lessons. As part of this work, Heads of Department/Year will host face to face / virtual strategy sharing forums to share and maximise the use of effective practice between colleagues.

**Middle Leaders will:**

- Develop and insist on a consistency throughout Department, Year and/or subject teams that ripples through every interaction on behaviour
- Be a visible presence within the Department/Year and especially at transition times
- Celebrate staff, leaders and learners, especially where effort goes above and beyond expectations
- Support staff in managing learners with more complex needs, support restorative conversations
- Analyse behaviour data to assess the consistency and impact of Department/Year-wide behaviour policy and practice
- Consistently monitor and follow up reported behaviour incidents
- Ensure 'certainty' runs through all Department/Year interactions
- Support induction of new staff and continuing professional learning for all staff in relation to this policy

**Senior Leaders**

Senior leaders are not solely expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and exemplify a unified consistency to the school community.

**Senior Leaders will:**

- Develop and insist on a consistency in school that ripples through every interaction on behaviour
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Support staff in managing learners with more complex needs, support restorative conversations
- Analyse behaviour data to assess the consistency and impact of school-wide behaviour policy and practice
- Consistently monitor and follow up reported behaviour incidents
- Ensure 'certainty' runs through all levels of the school's operation
- Ensure induction of new staff and continuing professional learning for all staff in relation to this policy

## 2.0 Daily Routines

Simple routines are the bedrock of the school's operation and these are designed to enable all members of the school community to work together efficiently and effectively, focusing time and energy towards our shared goals.

### 2.1 Arrival

All students should arrive at school at 8.40am and proceed to their Form, assembly or Class room.

### 2.2 Uniform

Uniform will be checked and all students should be wearing the following items:

#### Compulsory Items

- Black V Neck school jumper with embroidered Unity Academy logo
- Plain White Shirt or blouse
- Plain black socks or tights
- All black footwear with no identifiable markings. Boots must be no bigger than ankle length.

Students in Years **R-6** are expected to carry their book bag, reading book and reading record as a minimum. Students in Years **7-11** are expected to a school bag of suitable size. This should contain basic equipment for each day, including YONDR digital device pouch, Knowledge Organisers, pen, pencil, ruler and eraser as a minimum.

#### Choice Items (students must wear one of these)

- Plain black tailored skirt
- Plain black trousers (**tailored type, not tracksuit bottoms/jeans**)
- Plain black, **tailored** shorts
- Unity check summer dress (with plain white socks)

#### Optional Item

- Black Blazer with Unity logo

**External coats, hoodies and other outerwear items must be removed on arrival to classrooms**

## Jewellery

### Primary Aged Students

- A maximum of 2 earrings can be worn in each ear. These should be stud type earrings. Students must be prepared to **remove earrings for PE themselves**
- No other visible piercings are allowed
- If children have ear piercings, they should be able to remove and replace them independently.
- Children should not wear rings for school as this is potentially unsafe on play equipment
- Any necklaces and/or bracelets are to be kept inside the shirt and **removed for PE**

### Secondary Aged Students

- Earrings can be worn in each ear. Children should wear no more than 3 in each ear. Students **must be prepared to remove earrings for PE** or where required on health and safety grounds
- A single nose piercing can be worn. **This must be removed for PE** or on health and safety grounds.
- No other visible piercings are allowed
- Any necklaces and/or bracelets are to be kept inside the shirt and **removed for PE**
- On the basis of health and safety advice, students are not able to wear rings in school. If they are worn, students will be asked to remove them and will be responsible for looking after the rings themselves

## Hair

The school understands that someone's hair is part of their identity and as such will not refuse children access to learning based on their hair. The school would remind children and parents that a school is a working environment when considering styles and that hair styles should be neat.

The following expectations will apply.

- Primary aged students are expected to have long hair tied back for health and safety reasons
- Secondary aged students will be asked to tie long hair back where appropriate for health and safety reasons
- The school will not allow students to have words/logos shaved into their hair
- The school will have due regard to equality laws when considering hair styles. Hairstyles that are part of the culture and identity of an ethnic or racial group will be respected. This includes hairstyles such as (and not limited to) braids, locks, twists, cornrows, plaits, skin fades and natural 'afro' hairstyles
- The school allows children to wear head coverings where these are part of the culture and identity of an ethnic, religious or racial group. This includes (and is not limited to) head coverings including religious based head coverings and African heritage head wraps. This will also include head coverings worn on the basis of a medical condition. All other head coverings and/or hoods should be removed on arrival at school
- The school would prefer that bows and bobbles are black, white or red
- The school would prefer children's hair to be of a natural colour but will tolerate hair which has been coloured. Children should not have very bright, **non-natural** hair colourants (e.g. green, blue etc.)

## Make Up

Make up is not encouraged to be worn in primary years. Rules:

- Make up should not be noticeable. The school recognises that some children wear additional ('fake') eye lashes. Whilst we will not require them to be removed in school, parents are reminded to ensure that students comply with relevant legislation with regards to additional ('fake') eye lashes
- Nails should be of a length that means they do not interfere with children's ability to participate in all aspects of school life (including food technology, PE, science etc) and/or health and safety.
- The school does not stipulate any rules on nail colour

## 2.3 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 including all 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 follow reasonable verbal instructions from all staff and the student senior leadership team

## 2.4 Classroom routines

### 2.4.1 Classroom routines for students

All students are expected to:

1. Move to lessons promptly and arrive on time
2. Contribute positively to lessons and allow all students to learn
3. Actively ask questions
4. Be on task at all times and respond to feedback from the teacher
5. Complete all work and present it to the best possible standard
6. Work in silence unless otherwise directed by their teacher
7. Demonstrate independence in learning where required

and to demonstrate the following positive learning behaviours:

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

### 2.4.2 Classroom routines for staff

1. Meet and greet at the classroom door, enabling a positive and prompt lesson start
2. Use a well thought out seating plan. Be prepared to change the seating plan if it is not working
3. Remind students to remove coats and place bags put under desks (not blocking walkways) on entry into the room
4. When the register 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. If a student is late, **update the Register** on their arrival. Engage the student in learning as quickly as possible. When you can speak to the student quietly, challenge the late arrival and explore if there is a valid reason for this. This may be possible during the lesson when you can speak to the student quietly on a 1-1 basis or at the end of the lesson as this will minimise conflict and/or delay to the lesson start
6. Where required, facilitate learning catch up and/or lost learning time to be made up, using Behaviour and Student Support Team colleagues to assist logistically as required
7. Use 'Do Now' activities which are understandable and which create engagement together with independent learning
8. Use key phrases such as 'one voice', 'eyes on me' and 'positive body language' to set the tone of the classroom
9. Dismiss students in an orderly manner
10. Ensure that rooms, desks, floors and whiteboards are cleared
11. Leave the classroom clean and tidy
12. Proactively seek resolution to issues relating to behaviour, attendance and/or punctuality



## 2.5 Classroom Management

'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of all adults and their ability to create a culture of certainty' (Paul Dix)

Teachers are expected to use their professional skills, judgement and strategies gained from experience, ongoing professional development and deliberate practice sessions to exemplify high behaviour expectations and manage classes effectively. All teachers are authorised by the Headteacher to issue fair and appropriate sanctions/consequences as required and provided for under this policy. Teachers retain responsibility for ensuring that sanctions issued personally are complied with and should liaise with parents and seek support from Department Heads in the first instance in the event of difficulty (see 2.9.1 Behaviour Improvement Interventions and 2.9.2 Consequences)

Teachers are expected to use approaches which are appropriate to students' needs in order to involve and motivate them and to ensure positive behaviour for learning within their classrooms. If a student is struggling to meet the expectations within the classroom, teachers will use a series of warnings and intervention strategies to remind them of these expectations.

Classroom management interventions always begin and are designed to be effective at the lowest possible level.

Intervention strategies are not mutually exclusive, can be repeated (as many times as required) and may not have full impact instantly. As such, when strategies are deployed time must be allowed for them to begin to take effect.

Middle Leaders are expected to support teachers to successfully exercise their responsibilities for managing behaviour effectively.

Senior Leaders will support Middle Leaders to successfully exercise their responsibilities for managing behaviour effectively.

### 2.5.1 Restorative Conversations

A restorative conversation is a mechanism to move a situation forward positively and an opportunity for a student reflect on the impact/s of their behaviour. These can be led by any member of staff as appropriate and should be a coaching conversation. The structure for the conversation will be supported by Deliberate Practice scripts and/or pictorial resources where appropriate and follows the format below:

- Ask what happened and why the student chose to behave the way they did
- Ask the student who they think was affected by their behaviour and how they may have been affected
- Ask the student what they could have done differently and what they would do to avoid the situation happening again
- Ask what the adult/other child could have done differently
- Agree strategies/goals/targets for the future
- Allow the student an opportunity to say anything else they wish. Do not attempt to force an apology – this will not improve the situation. Do acknowledge any apologies freely given
- Make a brief record of the conversation specific to the incident

If reluctant, students must be strongly encouraged to engage in a restorative conversation, albeit they **cannot be compelled to do so**. The refusal of a student to participate in a restorative conversation should be noted, **will not in itself attract a sanction** and the reasons for this refusal must be explored with care to enable understanding and not to (re) traumatise the student.

Any student who refuses to participate in a restorative conversation is expected to make the behaviour improvements required in relation to the original incident personally and will remain subject to consequences at the commensurate level.

### **2.5.2 Working with Parents**

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it. Children are more secure and confident when there is consistency between school and home.

Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be achieved.

Parents who agree that additional support will be beneficial may also be offered advice on and signposting to further agency services.

Intervention Level Intervention Lead	Strategies	Class/subject teacher responsibility	Middle Leader responsibility
Universal  Class / subject teacher	Positive recognition, e.g. verbal Use names to recognise good work Initials on the positive praise board RRS stickers awarded (not recorded) RRS cards awarded (recorded) Positive phone calls home Star of the week	Issue RRS stickers and/or RRS cards Issue at least one student of the lesson card each lesson Note the initials on the positive praise board Use verbal praise throughout the lesson	Monitoring and displaying numbers of rewards issued Addressing inconsistencies in practice. Offering subject/Year -based recognition opportunities.
Universal  Class / subject teacher	Positive recognition Culture, Mindset and Routines strategies Ready, Respectful, Safe curriculum reminders Whole class reminders about expectations Individual reminders of expectations. Individual warnings Reset with the classroom teacher Change of seating arrangements Use of in-lesson support to intervene Proportionate and timely sanctions (in the student's own time) to catch up on work missed or learning lost. Use purpose over power.	Utilising a range of strategies to keep learning in the classroom. Reminding students about the RRS curriculum. Ensure group and individual warnings are issued prior to any escalation. Arrange appropriate sanctions to catch up on work.	Supporting through in-class modelling where necessary. Support with an escalation route within the subject/Year group where a student does not attend sanction.
↕	<b>No improvement over time ↕</b>	<b>No improvement over time ↕</b>	<b>No improvement over time ↕</b>
Targeted  Reset Manager	Positive recognition Teachers use 'others with influence' to discuss negative behaviour with the student to try and reset, e.g. Student Support, a buddy class teacher or a Middle Leader. The support will offer an opportunity to reset and will expect the student to return to the room.	To welcome the student back into the room following the reset in a positive way. Where necessary, ensure appropriate sanctions are issued to reinforce expectations.	Act as a buddy for reset where possible/practical. Monitor high-frequency reset requests (classes or students) and intervene to support

↕	No improvement over time ↕	No improvement over time ↕	No improvement over time ↕
<p>Targeted</p> <p>Staff Support</p>	<p>Positive recognition</p> <p>If a student does not comply with expectations following a reset, the teacher will request Staff Support for assistance in resolving the issue. A priority will be placed on students remaining in lessons to continue learning wherever possible. Removal of the student will be considered through dialogue between the Staff Support and teaching member of staff. Removal will be avoided where possible.</p> <p>The Behaviour Team will support with this.</p> <p>If removed, the student will be taken to Reflection (secondary) and remain with a member of the Student Support Team (primary).</p> <p>The Behaviour and Student Support Team will facilitate restorative conversations with teachers.</p>	<p>Record the negative behaviour on Classcharts/Bromcom (ABC for primary)</p> <p>If a student is removed from class the teacher must arrange and lead a restorative conversation</p> <p>Ideally, this will take place before the next lesson and will not result in an out of lesson placement.</p>	<p>Monitor/ensure restorative conversations happen</p> <p>Monitor the number of Staff Support visits and intervene as appropriate through discussion with line managers.</p> <p>Support restorative conversations where necessary.</p>

## **2.6 Portable Digital Devices**

No portable digital devices (including mobile phones and/or headphones) are allowed out between the hours of 8.15am and 3.15pm. Students in Year 7 and above will be issued with a secure pouch in which all phones and/or portable digital devices in their possession must be kept between these times.

## **2.7 Rewards and Consequences**

Rewards and consequences may be used to promote good behaviour and compliance with the Academy Behaviour Policy.

Where particular types of good or misbehaviour are expressly referred to in this policy, these are not an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given and consequences imposed. Where a particular reward or consequence is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different consequence imposed, where it is appropriate to do so.

## **2.8 Recognition, Rewards and Success**

The purpose of consistent recognition and reward is to celebrate the many successes and hard work of Unity Academy students, who exemplify academy values and to create a motivational environment which fosters a positive learning culture based on recognition, praise and reward. Key aims are to:

- Create and sustain an environment conducive to good learning
- Motivate and encourage all students to be the best they can be
- Reward and celebrate success
- Promote excellent behaviour within and beyond the classroom

Positive behaviour will be consistently recognised and/or rewarded in a wide variety of ways as set out in the Unity Academy Recognition, Rewards and Success Policy and procedures.

### **2.8.1 Recognition boards**

The recognition of children who consistently meet behaviour expectations, as well as those who go above and beyond our standard high expectations, is at the heart of our behaviour management approach.

Each classroom will have a recognition board on which the names of students demonstrating notably positive actions and/or behaviours will be displayed. This will provide another opportunity for positive recognition and reinforcement of the school values and expected behaviours in a celebratory manner, shared with class peers.

## 2.9. Behaviour Improvement Interventions

As part of their professional practice, all teachers are expected to deploy, lead and coordinate a range of behaviour improvement interventions, as required to ensure effective learning. Examples of possible interventions are shown in the table above.

Interventions are not mutually exclusive, may be used in tandem with each and could be accompanied by a sanction if this is justified. It should be noted that sanctions alone rarely result in the desired behaviour improvements.

Interventions should always be designed to de-escalate situations, to enable issues to be resolved at the lowest possible intervention level.

Colleagues should refer to other colleagues and Department Heads for support with persistent behaviour issues in a particular subject. This is likely to include professional advice and collaboration to develop and deploy a range of additional strategies in addition to support in working with individual students and parents.

Colleagues should refer to other colleagues and Heads of Year for support if a behaviour issue manifests itself across a range of subjects and/or wider aspects of school life. Heads of Year will devise, communicate, deploy, monitor, review and revise overarching intervention as appropriate.

Heads of Department and Year should (in turn) seek advice from senior leaders if their own intervention/s do not secure sufficient impact.

The four tiers of intervention shown in the table above (Universal, Targeted, Specialist and Bespoke) illustrate potential escalation routes, should initial universal intervention not secure sufficient impact. These tiers should not be seen as a one way 'checklist' and the purpose of a higher tier intervention is always to improve conduct and behaviour for learning sufficiently so as to be managed successfully by Universal provision and intervention within individual classrooms. Heads of Year will maintain an overall intervention tier listing for all students in their Year/s.

All students subject to Specialist and Bespoke intervention will be allocated a Key Worker, who will lead and coordinate intervention and evaluate impact in improving behaviour, ensuring efficient and appropriate reporting and evidence retention. The goal of such intervention is for behaviour to improve sufficiently to be managed through Universal provision for all students. Impact data will be reviewed weekly by the Deputy Headteacher, Assistant Headteacher, Student Support and Behaviour Team Leads and a confidential, current listing of students in these intervention categories will be published each Thursday for the week ahead.

It is vital that intervention at each tier is consistently deployed in all classrooms. This does not mean that provision needs to be identical for all students, rather that classroom craft at an appropriate level is used to secure the best possible conduct and behaviour for learning from all students, bearing in mind their individual needs.

Positive encouragement, recognition, reward and a trauma informed approach are very powerful in securing and sustaining excellent classroom conduct and behaviour for learning.

### 2.9.1 Behaviour Improvement Interventions

Tier of Intervention	Intervention Lead	Example of Intervention	Possible linked sanction
Universal	Class Teacher Subject Teacher Form Tutor Student Support Team	Recognition and reward Tier 1 Report Communication with parents Classroom craft, Culture, mindset and routines, e.g. consistent, high expectations, meet and greet, 'drive by', positive language, 'take-up time' RRS curriculum Reset Adjusted seating plan Staff Support and restorative conversation	Verbal warning Behaviour Point Staff Support removal Written imposition Verbal imposition
Targeted	Department Head HoY/AHoY Safeguarding Team Behaviour Team SEND Support Team Mental Health Support Team	Recognition and reward Tier 2 Report Communication with parents Adjusted seating plan, in-lesson support, SEND / need testing and support Group change, supported joining procedures and/or 'catch up' Staff behaviour improvement strategy forum Temporary curriculum modification Restorative conversation	Verbal warning Behaviour Point Staff Support removal Written imposition Verbal imposition Reflection Placement Attachment
Specialist	HoY/AHoY Safeguarding Team Behaviour Team SEND Support Team Mental Health Support Team External Agencies	Recognition and reward Tier 3 Report Communication with parents Behaviour Improvement Plan / Pastoral Support Plan Staff behaviour improvement strategy forum Referral to SSP and/or Counselling School Placement/Managed Move Agency intervention, e.g. CP CIN Plan	Verbal warning Behaviour Point Staff Support removal Reflection Placement Attachment Internal suspension Written and/or verbal imposition
Bespoke	SLT HoY/AHoY Safeguarding Team Behaviour Team SEND Support Team Mental Health Support Team External Agencies	Recognition and reward Tier 4 Report Communication with parents Attachment Meeting of concern Suspension Managed Transfer Behaviour Panel	Internal and external Suspension Exclusion Written and/or verbal imposition

## 2.9.2 Consequences

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be at the same time as necessary.

Consequences should always be designed to support the resolution of situations, to enable issues to be resolved at the lowest possible intervention level.

If a student is resistant to serving a consequence, refuses to do so and/or refuses to participate in a restorative conversation, this should be referred to Behaviour Team, Assistant and/or Head of Year and/or the SLT Year link in order of escalation and depending on the student's persistence in refusal.

Supported and led by senior leaders, these colleagues will attempt to enlist the support of parents and work to ensure that the original sanction/consequence is completed and that a restorative process takes place between the student and colleague with whom the original issue arose.

Senior leaders will review behaviour data in real time and (at least) weekly as a team.

### **Examples of consequences (non-exhaustive list) may include:**

- verbal advice, reprimand, correction and reminder of the expectations of behaviour
- the setting of written tasks such as an account of an individual's behaviour and/or the expectation of work completion
- loss of privileges, e.g. the loss of prized responsibility
- 'overtime' at break, lunch or after school, including for punctuality infringements. Students who are late to school without good reason will be placed in Reflection to complete overtime between 3.10 and 4pm of the same day. Students who are late to lessons during the day will complete overtime at lunchtime and parents will be informed. Students who are not in lessons without good reason will complete overtime in Reflection after school on the same day and parents will be informed.
- school-based community service, such as tidying
- letters and/or phone calls to parents
- Implementing a Behaviour Contract and/or Pastoral Support Plan
- letters and/or phone calls to parents
- tiers of Report for behaviour monitoring, e.g. to class/subject teacher, Head of Year/Department Head, SLT Link, Deputy/Headteacher. When a student is placed on Report, parents will be informed and this will be for a minimum period of 3 weeks. Progress will be reviewed daily and completed reports will be retained and filed. If a student's behavioural performance whilst on Report is unsatisfactory, the period of Report will be extended. If a student's behaviour remains unacceptable after 2 full Report cycles (6 weeks), this must be reported to the Head of Year who will work with colleagues and parents to devise and implement a Pastoral Support Plan.
- referring a student to a middle leader and/or senior leader
- 'attachment' to a more senior colleague for a period of time
- scheduled (uniform) checks
- early morning reporting
- being escorted to (and accompanied in) lessons
- removal from the classroom for a short period of time to 'reset'
- removal from the classroom to internal suspension
- suspension
- (in the most serious of circumstances) permanent exclusion



## **2.10 Further Consequences and Interventions**

### **2.10.1 Lighthouse (Years R-6)**

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

There are two reasons why a student may access Lighthouse. These are:

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

### **2.10.2 Reflection (Years 7-11)**

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

There are three reasons why a student may access Reflection:

1. If a student (In Years 7-11) has arrived late to school in the morning. In this event, the student will be retained in Reflection to complete overtime between 3.10 and 4pm on the same day
2. If a student is removed from a lesson once or for a second time during the school day
3. If a student's behaviour the day before has been deemed unacceptable
4. For non-punitive and/or safety reasons/to enable conversations with staff designed to resolve a specific issue

### **2.10.3 Lesson Reflection placement (Years 7-11)**

When a student is removed to Reflection by Staff Support, they remain there for the remainder of that lesson. If a student is removed to Reflection by Staff Support 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.

### **2.10.4 One day Reflection placement (Years 7-11)**

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. Parents/carers will be informed on the previous day.

Alternative arrangements for consequences will be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on their knowledge of that student's personal circumstances. This will include considering the impact on consistency and perceived fairness overall.

In considering whether a consequence is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

### 2.10.5 Removal from a Classroom

- Removal of a student from the classroom is a formal consequence imposed for serious disciplinary reasons, which allows for the continuation of the student's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the student
- The Academy will consider the circumstances and whether removal from the classroom is proportionate for each individual case, with parents being notified on the same day
- The Academy will provide any student who is removed from the classroom continuous meaningful education during any period of removal
- Removal from the classroom is different to the use of separate spaces for defined educational purposes and will only happen for the following reasons:
  - To maintain the safety of students
  - In response to an unreasonably high level of disruption
  - To enable students causing disruption to continue their education in a managed environment
  - To allow a student to regain calm in a space where they feel safe
- The Academy's arrangements for removal from the classroom are via the Staff Support system, following an initial, unsuccessful 'reset' led by Student Support/Behaviour Team colleagues and/or a member of SLT
- A priority will be placed on students remaining in lessons to continue learning wherever possible
- Removal of the student will be avoided unless this is deemed necessary through dialogue between the teaching member of staff and Staff Support colleague which concludes that the student remaining in class would present an unacceptably high risk of learning being prevented
- All removals will be followed (within a reasonable timescale) by a restorative conversation between the student removed and the teacher from whose lesson the student was removed
- In secondary Year Groups Staff Support requests will not be responded to in the last 10 minutes of periods 2, 4 and/or 5 (unless in the event of emergency) to facilitate the collection of children in readiness for restorative conversations
- It is the responsibility of the teacher from whose lesson the student was removed to make the arrangements (with the assistance of Student Support Team colleagues) for this restorative conversation.
- Student collection will take place when explicitly requested by the colleague who summoned Staff Support
- The Deputy Headteachers (Primary and Secondary Standards) will maintain overall strategic oversight of the school's arrangements for any removals, including the monitoring of the consistency and effectiveness of restorative conversations
- The Academy will collect, monitor and analyse data on the removal of students from the classroom in order to interrogate its use and effectiveness
- Each case will be dealt with on its own individual facts and circumstances and academy staff will:
  - Consider whether an assessment of underlying factors of disruptive behaviour is needed
  - Inform parents of the removal from the classroom on the same day
  - Facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
  - Facilitate a restorative conversation with the teacher from whose lesson the student was removed
  - Inform the relevant Social Worker (CiN, CPP, LAC) and Virtual School Head as appropriate

### 2.10.6 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 evidence-led, serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent.

Examples of behaviour/s which could warrant suspension (non-exhaustive list) include:

- Potentially harmful sexual and/or sexualised behaviour
- 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
- Breach of health and safety rules
- Verbal and/or online abuse or threatening behaviour against staff, other adults or students
- Bullying
- Possession and/or use of illegal and/or prohibited drugs, alcohol and/or drug paraphernalia
- Possession of a prohibited item including and not limited to items specifically identified in this policy
- Persistent failure to comply with sanctions
- Wilful damage to property
- Homophobic or racist bullying and/or abuse
- Abuse relating to protected characteristics/s, e.g. disability, gender reassignment and/or sexual orientation
- 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
- Assault/fighting
- Theft
- Other serious breaches of Academy rules

#### **2.10.7 Permanent exclusion**

A decision to exclude a student permanently will be evidence-led and 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.

Examples of behaviour/s which could warrant permanent exclusion (non-exhaustive list) include:

- Serious and/or aggravated (actual or threatened) physical assault against a student or member of staff
- Sexual abuse, assault, harassment and/or violence
- Using or threatening to use an offensive weapon or prohibited item, including and not limited to offensive weapons and prohibited items specifically identified in this policy
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Making a malicious/serious false allegation including against a member of staff
- Potentially/actually 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 ableist, racist, homophobic and/or other protected characteristic based bullying)

These instances are not exhaustive and 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.

### **3.0 Intervention, Support and Reintegration**

- The Academy will use a range of intervention strategies to help students to manage their behaviour and reduce the likelihood of suspension and permanent exclusion. These include:
  - Explicit teaching of acceptable and expected behaviours
  - Systematic monitoring of behaviour data
  - Staff awareness of students whose behaviour is a cause for concern
  - Trauma informed approaches
  - Frequent and open engagement with parents, including home visits if deemed necessary
  - Mentoring and coaching
  - Short-term behaviour report cards and/or longer-term behaviour plans
  - Consideration of the possible impact of a student's SEND needs
  - Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills
- Following any incident requiring consequence, the Academy will consider appropriate strategies to help the student(s) involved understand how to improve their behaviour and meet behaviour expectations
- The Academy will consider and apply appropriate strategies for the reintegration of a student following removal from the classroom, time at an alternative provision under an off-site direction or suspension

### **4.0 The Role of Parents**

- The Academy seeks to work in partnership with parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the parents' obligations to the Academy to support the Academy's policies on behaviour
- The Academy recognises that communicating Academy policy to parents and all members of the school community, is an important way of building and maintaining the Academy's culture
- Where a parent has a concern about the management of behaviour, they should raise this directly with the Academy whilst continuing to work in partnership with them
- Parents will be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct and on the same day wherever this is possible.
- Parents will be notified of any pending disciplinary action and disciplinary consequences imposed:
  - for significant minor breaches of discipline (e.g. persistent minor breaches)
  - for serious breaches of discipline, e.g. those resulting in suspension and any rights of review as required
- Parents will be consulted about their child's conduct and the application of this policy to their child where the Academy considers that this could give rise to a significant welfare concern

### **5.0 The Role of Students**

- Every student will be made aware of the school behaviour standards, expectations, pastoral support, the school's approach to a failure to meet required standards and consequence processes
- Students will be taught they have a duty to follow the school Behaviour Policy and uphold the school rules and to contribute positively to the school culture
- Students will experience a consistent (Ready, Respectful, Safe) Behaviour curriculum, designed to teach expected and acceptable behaviours in a variety of contexts
- Students will be asked about their behaviour experience and for feedback on the school's behaviour culture
- Every student will be supported to achieve the behaviour standards, including through an induction process that familiarise them with the school behaviour culture

## 6.0 Additional Needs

Where the Academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with an EHC plan or a Looked After Child, it will (in partnership with others, including the local authority where required), consider what additional support or alternative provision may be required. This may involve assessing the suitability of provision for a student's SEN or disability.

## 7.0 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.

## 8.0 Online Behaviour and 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

## 9.0 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
- an item used/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.

## **10.0 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.

## **11.0 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.

## **12.0 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
- 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.

## **13.0 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 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 A: 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 old children.

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 B: 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**

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.