The Hyndburn Academy
The best in everyone™
Part of United Learning

The Hyndburn Academy

Behaviour Policy

Document Owner	Phil Harter
Last Review	September 2026
Next Review	August 2027
Approved by	Umar Wazir
Policy ratified by Local Governing Body	October 2026

Contents

1. Expectations 2
2. Policy Implementation 2
3. Behaviour expectations 6
4. Bullying 9
5. Contextual Safeguarding 9
6. Supporting Students with Special Educational Needs and Disabilities (SEND) 9
7. Rewards 10
8. Graduated Approach 11
9. Sanctions 11
10. Supporting students following a sanction 13
11. Use of reasonable force 13
12. Prohibited items and searches 13
13. Drugs 17
14. Time away from classrooms 18
15. Suspensions and Permanent Exclusions 19

Annex A - The Graduated Approach 32

Annex B – Internal Guidance on Managed Moves and Off Site Direction 35

Annex C – Internal Guidance on the Appropriate Use of Alternative Provision 40

1. Expectations

*This policy should be read in conjunction with the Attendance, Safeguarding, Code of Conduct and complaints policy.

The Hyndburn Academy is a community where every child belongs, is valued, and is challenged to be their very best. We have uncompromisingly high expectations for all pupils because we believe that every young person can achieve success, regardless of their starting point. While some pupils may require additional teaching, targeted support or reasonable adjustments, our expectations remain consistently high for everyone.

Our approach is founded on the belief that inclusion, character development and academic excellence go hand in hand. Through a clear and consistent behaviour curriculum, we teach pupils the habits, values and behaviours that enable them to be successful in school, contribute positively to society, and develop into good people with strong character underpinned by our academy values of Respect, Confidence and Aspiration.

By providing clear expectations, consistent routines and the right support at the right time, we create an environment in which every pupil can thrive, achieve their potential and play a full and active part in academy life. We are ambitious for every child and are committed to developing confident, respectful, responsible and successful young people who are well prepared for their future.

This policy sets out how the school will promote good behaviour, good character, self-discipline, independence, respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students.

In applying this policy, the academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. The school will also have regard to its safeguarding policy where appropriate."

2. Policy Implementation

All staff are to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.[1] To use the behaviour curriculum as a strategic tool to drive improvements and ensure consistency in students conduct across the academy.

The senior leadership team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture[2]

Parents and students must adhere to the student and parents' code of conduct, along with the Home School Agreement, to promote our school's mission of developing good people.

In order to create an atmosphere following our core values of Respect, Confidence and Aspiration in which all members of our academy community can flourish and achieve their potential, all students are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from The Hyndburn Academy.

[1] Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance
[2] Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

Students are responsible for:

Punctuality and attendance

Students should:

- arrive on time to the academy each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality to the academy and each lessons

Behaviour and conduct

Students should:

- ensure that all electronic devices such as mobile phones, tablets, smart watches are out of sight and always switched off and in their school bag. Electronic items should not be used until after exiting the Academy gates.
- refrain from bringing items of high value into the academy (the academies does not accept responsibility for loss, damaged or stolen items)
- ensure high standards and make the correct 'first impression', students must always maintain excellent uniform and appearance. Students must wear appropriate outdoor shoes (no boots, trainers or steel capped footwear); no excessive jewellery - 3mm stud earrings – silver or gold, 1 per ear. Facial piercings, make-up, (including semi-permanent make up) or unorthodox hair styling or colours are not permitted – only natural hair colours are acceptable. Beard or moustache length and styling must be short and conventional. Extreme shaven hair / eye-brow lines are not permitted, and nails should not be false or painted. Hair should be an acceptable length and for smartness should be tied back / placed in a bun if longer than collar length.
- not wear non-uniform items in and around school, including baseball caps, jumpers, hoodies or outdoor coats
- limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- never bring in high energy drinks into school
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all students' needs across the Academies
- follow reasonable instructions respond first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying)
- never to bring in banned items to school which may cause offensive or harm another person.

Moving safely around the school site

Students should:

- walk quietly on the left, with purpose ensuring they are not blocking the way of any other members of the academy community
- follow the one way system where it is in place
- ensure they are in full uniform whilst moving around the site, arriving and departing from the academy

- be courteous to staff, other students, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be quiet and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others' health/wellbeing

Breakfast Club

It is expected that all students behave in a polite and respectful manner when attending Breakfast Club from 8.00am. This includes the adoption of polite behaviour when eating and drinking.

Toilets

Students have access to toilets before school, at breaktime, lunchtime and after school. Staff are able to use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as an exception rather than a rule unless the student in question has a note confirming a medical condition or other individual need.

Students who are found to have damaged the toilets may be charged and will be sanctioned as they have not shown respect to our environment.

Behaviour for Learning

Students should:

- line up quietly outside a classroom prior to the start of a lesson
- follow '3 to start' by entering the classroom in a calm, orderly manner in silence, lay out your equipment, complete the title, date and any key vocabulary.
- follow the school Teaching and Learning processes in the classroom
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- be 'Classroom Ready' with equipment: appropriate bag, PE kit, pens, pencils, rubber, ruler, whiteboard marker and appropriate calculator. Students should place their equipment on the desk in Form Time every morning for an equipment check using the equipment mat and in the top corner of their side of the desk in every lesson.
- refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around the academy site; this includes soft drinks, sweets and chewing gum
- ensure that toilet visits are taken before Form, break or lunch unless the student has a medical condition, in which case a medical pass will be issued by the appropriate Head of Year (reasonable adjustment)
- take the necessary care and time to ensure that homework and classwork in books is presented to a high standard – titles underlined, feedback in red/green pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and diligence. Follow the 3 for IP expectations: every lesson, everyday, working hard and in silence for full focus.
- ensure that all homework tasks are attempted and completed to the best of their ability
- record all homework in planners and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork present serious difficulty

- end lesson by following '3 to end' by listening to the teacher's instructions: one voice, pack away and stand behind your chair in silence and leave the room when dismissed by the teacher.

Representing the Academy

Students are expected to demonstrate an appropriate standard of conduct on their journey to and from the academies and in any situation where they are ambassadors for the academies.

Students are expected to:

- Arrive at the academy in full uniform, ready to learn, and show their pencil case to a member of staff upon entering the building.
- Complete all work to the highest standard of which they are capable.
- Complete all homework by the deadline set.
- always demonstrate politeness and courtesy
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public / wider community and ensure that public areas and property are treated respectfully.
- Pupils should not be seen congregating on neighbouring pathways, in public areas, or behind residential properties, nor should they engage in or contribute to anti-social behaviour.
- Leave the academy in full uniform.

Parents are responsible for:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's Behaviour Policy, Parent Code of Conduct, Home School Agreement and where possible, take part in the life of the school and its culture.[3]

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's mission in developing good people and our core values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, homework/private study and attend parent evenings.

In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies. Some examples of support systems internally are interventions, mentoring, report cards and/or monitoring cards, behaviour plans and contracts and enrichment clubs. Some external support examples would be use of other United Learning Schools, local county schools, Early Help/Umbrella Help plans through Lancashire County Council and other external agency interventions.

[3] Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance

Working Together

The way students behave within schools reflects the school's culture and ethos. We want all students at The Hyndburn Academy to feel a sense of belonging, to want to do the right thing because it is the right thing to do, which helps make the school a positive place for all students.

At The Hyndburn Academy, we believe that strong partnerships between school, parents/carers, and students are essential to promoting high standards of behaviour. From the beginning of this policy, we outline our positive and proactive approach to behaviour management, which is embedded in our behaviour curriculum and supported by our Home-School Agreement.

We encourage all parents and carers to engage with the school's values of Respect, Confidence, and Aspiration, and to work collaboratively with us to help every child thrive. By understanding and supporting our expectations both in and out of school you play a vital role in helping us create a safe, respectful, and ambitious learning environment for all.

3. Behaviour expectations

Our behaviour expectations aim to cultivate and **develop good people** and reflects our core values of:

- **Respect:** you accept somebody for who they are, even when they're different from you or you don't agree with them.
- **Confidence:** the quality of being certain about your abilities.
- **Aspiration:** Aspire to reach your highest potential through hard work and determination.

There are some behaviours which fall outside the academy's expectations and would be dealt with by the Pastoral Team or senior members of staff at the Academy. In such circumstances, an investigation will take place, statements taken and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal.

An indicative but non-exhaustive list of such actions which could lead to such an investigation would be the academy red line behaviours of:

- being verbally abusive to a member of staff
- bringing illegal substances or items into the academy
- bringing a weapon or tool which could be used to injure another person in the academy (including BB guns, etc.)
- the use of direct or indirect: racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- truanting from lesson or planned activity
- persistent bullying
- a physical assault on another student or member of staff
- behaviour which may bring the reputation of the academy into disrepute
- sexual relationships of any kind
- intentionally setting off the academy's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the academies site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected under the Equalities Act

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- referral to the reflection room
- community service
- liaison with outside professional agencies to gain further support
- meeting with members of the Local Governing Body
- internal exclusion at a cluster school (short term or long term)
- fixed-term suspension
- permanent exclusion

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENDCO will be involved for all children with an EHCP and one of the SEND team for all children on SEND Support.

Students will also be commended for acts of positive behaviour that are to be celebrated and recognised at the Academy. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Students are also encouraged to demonstrate positive behaviours beyond the Academies and support the local community through their actions and attitudes. Student rewards at the Academies are extensive and include house points, golden tickets, postcards of excellence, end of term celebration assemblies and end of term / year reward trips and graduation events.

Internal Exclusion in the Reflection Room

This is an alternative to avoid a Fixed Term Exclusion (FTE) and is used as an area in which students are isolated from the rest of the academy for either being removed from lessons, displaying defiance, missing or non-compliant with detention expectations, truanting from lessons or for serious or persistent breaches of our expectations regarding behaviour outside lesson times.

We always try to minimise the time that students spend in the Reflection room.

The Reflection Room operates from 8:35am until 4:10pm every day. Students are provided with a breaktime and lunchtime but they do not leave the room. Students are provided with work to complete in line with curriculum plans for their timetabled subjects and are expected to work in silence throughout the day.

Upon entering the Reflection Room students are asked to hand over their mobile device before being allocated a designated seat. Students will be electronically scanned to ensure that there are no prohibited items held by any student who has been referred to the reflection room. Students are provided with lunch if they do not have this with them and Arbor will be charged accordingly and students have access to water throughout the day. Students are allowed access to a toilet.

The Reflection Room is a well-lit, open room to ensure that the physical conditions are conducive to maintaining levels of comfort.

The Reflection Room is supervised throughout the day and any concerns about student behaviour whilst in the Reflection Room are referred to the Pastoral Leader/ Head of Year or senior member of staff on call/ duty at the time.

Pastoral Board Meetings

We recognise that some students require additional support and the implementation of sanctions alone is not appropriate. The academy convenes Pastoral Board Meetings in cases where it is felt that a student is not responding in the required manner to the implementation of the academy's Behaviour Policy.

Pastoral Board Meetings are a multi-agency style meeting with the following staff present:

- Vice Principal (Behaviour and Safeguarding)
- the student's Pastoral Leader/ Head of Year,
- the academy's SENDCo,
- a member of the academy's wellbeing team which can include a safeguarding lead or the attendance officer.

Pastoral Board Meetings determine whether it is appropriate for a student to access any of our additional support measures.

Alternative provision

To re-focus students and meet their educational needs they may be directed to attend an alternative provision.

In this case they will be educated off-site for a period that will be reviewed at regular intervals.

Alternative Provision will only be put in place if it is agreed at a Pastoral Board Meeting that this is in the best interest of the child.

The provider that the academy uses will always be DfE registered if the student is to attend for a greater time than 16 hours per week.

Exclusion

Exclusion is a very serious sanction and not taken lightly. The decision to exclude a student from the academy is made only by the principal (or 'Acting' Principal if Principal is not available. The Executive Principal or Deputy Principal is designated as 'Acting' in this instance).

A student's parent/carer will be informed by telephone and by letter if their child is excluded.

Letters will be sent electronically, by post or in the parents hand when collecting their child. Parents/carers are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period. If a child is excluded for a period of more than 1 day, a member of the academy's welfare team will conduct 'safe and well' checks to ensure that our safeguarding duties are maintained. Parents/carers of students who are excluded for more than 1 day and who are in receipt of Free School Meals will be provided with vouchers for this use.

Whilst it is not a legal requirement to do so, the academy will always invite parents/carers to attend a reinstatement meeting with a member of the pastoral or senior leadership teams, and sometimes a governor if appropriate, on return from any fixed term exclusion.

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy.

We have a 'TELLING' ethos where every allegation of bullying will be investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-bullying and Safeguarding Policy for full details.

5. Contextual Safeguarding

The Hyndburn Academy acknowledges the importance of staff considering the context and motive behind a student's misbehaviour, as well as any potential concerns for the students's welfare. If there is reasonable suspicion that a students is experiencing or may experience significant harm, whether within or outside of school, staff are required to adhere to the procedures outlined in the Safeguarding/Child Protection Policy.

Staff will promptly discuss their concerns with the school's Designated Safeguarding Lead.

Furthermore, The Hyndburn Academy emphasises the need to assess whether disruptive behaviour could stem from unmet educational or other needs. In such cases, concerns will be discussed with the students's parent/carer and any relevant local or school-specific arrangements will be included.

6. Supporting Students with Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

Adaptations / Reasonable Adjustments
At The Hyndburn Academy, we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour *(see Annex A).*

Considering whether a student may have unidentified SEND
Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach *(see SEND Policy and Annex A for further information.)* A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

7. Rewards

At The Hyndburn Academy we have a very clear rewards system. Students can be awarded positive points for a number of different reasons, these include:

- graduated (Bronze, Silver and Gold) 100% attendance awards
- half termly 100% attendance raffle awards
- golden tickets
- graduated achievement points (Bronze, Silver and Gold) awards
- positive progress
- excellent attitude to learning
- golden ticket awards
- Student of the Month Award
- attendance champion Cup inter Form competition awards
- acting with integrity (a positive role model for others)
- speaking with compassion (random and planned acts of kindness to another individual, politeness, courtesy and good manners)
- working with courage (excellent classwork, homework of a consistently high standard, high attainment
- services to the school community
- services to the wider community
- services to the House System
- full and outstanding participation in school-based events
- continuous improvement across all aspects of the school

Each of these rewards carries one or more achievement point and all Academies staff can award these to any student throughout the course of the academy day. Accumulation of positive points will result in students being rewarded certificates, letters home, special skip the queue lunch passes/rewards trips and nominal prizes each term.

We at the academy are committed to rewarding at all levels as a means of celebrating achievement across the entire community.

8. Graduated Approach

The academy will follow a graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues. Please see Annex A. An example could look like this:

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

Tier 3: Individualised approach for a small number of children with provisions such as SENDCo involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

9. Sanctions

The Hyndburn Academy aligns with the updated government guidance, which states that providing 24 hours' notice for detentions is no longer mandatory. As the guidance specifies, "Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given." (Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK (www.gov.uk).

Parental permission is also not required provided that staff have considered:

- The welfare of the child.
- Whether the child has caring responsibilities,
- Whether parents should be informed of the detention, any travel arrangements.

Inconvenience to the parents does not impact the issuing of a detention if the child has a means to get home safely.

Detentions / Community Service detention

Detentions are set for a number of reasons which may include:

- disregarding a red line behaviour
- failure to submit homework to the required standard / on the required date
- arriving late after 8:35am
- truanting from lesson or planned activity
- lack of equipment on an equipment daily checks ('Classroom Readiness')
- consumption of food around the academy site / chewing gum and or antisocial behaviour
- lateness to the academy or lessons in a week (2 or more lates to the academy or to lessons over a 5-day period), Year 11 – one late to the Academy on a weekly basis
- failed or lost negative report card
- talking during line-up (outside and pre-exam) following the school routine
- talking in an assembly
- failed reflection
- defiance of staff
- Any other serious behaviour stipulated by Head of Year, Pastoral Leader or senior member of staff

When setting detentions staff at the Academy will consider:

- the welfare of the child
- access to food, drink and toilet facilities during any detention
- whether the child has caring responsibilities
- whether parents/carers should be informed of the detention and any travel arrangements.

These detentions are run centrally each day and are 30 and 60 minutes in length. Parents and carers will be informed of such detentions by an appropriate member of staff to ensure all support is in place to complete the detention successfully.

Students are expected to either be accompanied to detention by their Period 4 teacher or arrive on time independently to avoid further sanctions. Failing to attend detention or not meeting the expectations of detention may result in the sanction being escalated to Reflection.

A SMS or email will also be sent before the detention is set or parents will be notified by the school data management system Arbor. Parents and carers are expected to support this system by ensuring that the relevant arrangements have been made for their child getting home and communication with the school must be made in advance of the sanction if there is an issue in the student being collected or completing the detention for whatever reason on that day. Communication supports the arrangement of an alternative day to ensure the detention is completed.

The permitted times for detentions at the Academies are:

- any school day when the student does not have permission to be absent
- teacher training days.

Allegations against staff

The Hyndburn Academy takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection and Safeguarding Policy.

Malicious accusations against staff

These can be very damaging for a member of staff welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student (s) will be sanctioned with an exclusion. The length of exclusion and whether this is internal or external will be treated on a case-by-case basis.

The power to discipline beyond the academy gate

The range of the academy's Behaviour Policy extends to activities outside the academy day and off the academy premises when the students is:

- Taking part in any academy organised or academy related activity.
- Travelling to or from academy.
- Wearing academy uniform.
- In some other way identifiable as a students at the The Hyndburn Academy.

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another students, or member of the public, or could adversely affect the reputation of the academy.

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

10. Supporting students following a sanction

At The Hyndburn Academy, we're committed to helping all students grasp how to improve their behaviour and meet our school's expectations, as outlined in the DfE Behaviour Guidance. We employ clear communication, positive reinforcement, and targeted support strategies to ensure every students understands and aligns with our behavioural standards. Through proactive interventions and fostering a culture of respect, we empower our students to make positive choices and succeed both academically and socially.

11. Use of reasonable force

The Academy will follow the follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

Teachers and members of staff authorised by the Principal have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the students elsewhere (e.g., on a school trip or other authorised out of school activity).

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents/Carers should always be told when it has been necessary to use physical restraint on their child.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the students concerned.

Every member of staff will inform the Principal immediately after s/he has needed to restrain a student physically.

12. Prohibited items and searches

The law relating to searches

The academy have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession e.g. a weapon, illegal drug or any other item which might pose a serious risk to the safety of that student and/or others.

The specific items which can be searched for without consent are provided in Searching, screening and confiscation in schools - GOV.UK (www.gov.uk) This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Principal or a member of school staff authorised by the Principal or the Vice Principal in the absence of the Principal, can undertake the search of a student and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a students own person or of their possessions must be carried out with due consideration for the students personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-student relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the students parent/carer of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's/carer's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Banned items*

- Mobile phones
- Cigarette lighters, matches or other means of starting a fire
- Vape pens
- water pistols or any toy that resembles a weapon
- chemical substances other than controlled drugs, e.g. 'legal highs'
- Alcohol
- Chewing gum
- Energy drinks and or fizzy drinks (e.g. Red Bull, Monster, Relentless, Pepsi, Fanta, etc)
- Gym and performance-enhancing supplements, including smelling salts, pre-workout products, creatine, anabolic steroids, and any similar substances not authorised by the academy.
- Laser pens/pointers
- Permanent marker pens
- Aerosol cans
- Correction fluid
- Any item deemed by the academy to be a weapon or capable of causing harm.
- Smart Watches
- Other electronic devices

*We will also confiscate any other item(s) which is harmful or detrimental to academy discipline.

Mobile Phones/Smart Watches/ Other Electronic Device

From 29th June 2026, under the Children's Wellbeing and Schools Act 2026, all state-funded schools in England are legally required to have regard to statutory guidance on mobile phones, establishing that schools should be mobile phone-free environments by default.

Students are not permitted to use mobile phones, smart watches, earphones or any electronic communication devices anywhere on the Academy site during the school day, including before school, at break, lunchtime, or after school while still on site. If any of these devices are seen or heard, they will be confiscated. These items are not just distracting, but when misused or overused, they can have a damaging effect on a student's mental health and wellbeing. The recent changes to the law have made this very clear.

Procedure:

We operate a **'See it, Hear it, Lose it'** policy with regard to mobile phones/smart watches/other electronic devices. This simply means that a mobile phone/smart watch/other electronic device will be confiscated if it is seen or heard on the academy's grounds*.

- This restriction is in place at **all times** while students are on the grounds of the academy; this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be turned off (not just put on silence) and put away before students enter the academy gates and not turned on again until they have left the site.

- We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have their mobile phone with them for their journey to and from the academy but must stress the importance of parents/carers clearly communicating that this must be **turned off at all times** on site.

- Mobile phone/smart watches/other electronic device that are seen or heard will be confiscated and stored in a secure place at Reception and can only be collected by a parent/carer (see table below).

- If a student repeatedly has their mobile phone/smart watch/other electronic device confiscated the device will be kept until parents/carers make an appointment for it to be collected (according to the Head of Year's availability). The academy can also put a behaviour contract in place in relation to mobile phone/smart watch/other electronic device usage and persistent usage of these items in school can result in students handing them in to reception every morning. This ensures mobile phones/smart watches/other electronic devices are not used on the academy site. The academy can also ban pupils bringing in mobile phones/smart watches/electronic items.

Mobile phone seen or heard first time.	Mobile phone seen or heard second time.
The mobile phone will be confiscated, and the parent/carer will be required to contact the Head of Year to arrange a meeting, which will take place according to the Head of Year's availability. The student will not have the phone returned at the end of the day. The confiscation will be recorded. Following the meeting, both the parent/carer and the student will be required to sign an agreement confirming their understanding of academy expectations and their commitment to ensuring that the breach does not occur again.	The mobile phone will be confiscated, and the parent/carer will be required to contact the Head of Year to arrange a meeting, which will take place according to the Head of Year's availability. The student will not have the phone returned at the end of the day. A letter confirming the student's mobile phone ban will be issued to the parent/carer. Any further breaches will be considered persistent defiance of academy rules and will be dealt with as a serious disciplinary matter.

- Students will be able to contact staff on duty/staff running clubs if there is an emergency and they require to speak with their parent/carer although we do not envisage this to be necessary. Whether or not a situation is an emergency can only be determined by a member of staff.

- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception. However, please be aware that this facility should only be used for emergencies.

- Students who refuse to hand their phone over (if confiscated) to a member of staff will be placed in Reflection. In these instances parents will be contacted by the relevant Head of Year or Pastoral Leader. Refusal to go into Internal Exclusion may result in a Fixed Term Exclusion.

*Please note that if a member of staff does not physically see the phone then this can still be confiscated if they are sure the student has been using it i.e. text has been sent to other students/parents whilst the student is in the academy.

The Academy does not accept responsibility for mobile phones or electronic devices brought onto site. Students bring such items at their own risk. Lost or stolen items will not be prioritised for Investigation.

- All students will be informed of the mobile phone policy upon arrival to school.

School Trips

While we recognise that limited mobile phone access may be appropriate on some school trips (for example, for photographs or during structured free time), this is not an entitlement.
Permission to use a mobile phone will be granted only at the discretion of the trip leader, based on the specific circumstances and risk assessment of the visit.
Where phones are not permitted, all students must secure their devices and place them in their bag, turned off prior to departure. Phones must remain locked throughout the trip and may only be unlocked once students have returned to school.
Mobile phone use must not detract from the purpose or safety of the visit. The trip leader retains full authority to restrict, withdraw or revoke permission at any time. Any misuse, or use outside of permitted times, will result in immediate confiscation and may lead to further sanctions.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Mobile phone/smart watches/electronic communication or gaming devices
- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs including drugs paraphernalia (see Home Office controlled drugs list here)
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.
- Smelling salts or pre-workout
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  i) to commit an offence,
  ii) to cause personal injury to, or damage to the property of, any person (including the students).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions. Students truanting from a lesson or planned activity may also be searched.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Any member of the Pastoral team is authorised by the Principal at The Hyndburn Academy may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a student's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a students or another students), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then sanction the students in accordance with this policy, where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

<u>Searches with consent</u>

The academy may search students with their consent for any item. A student's possessions can only be searched in the presence of the students and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the students to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the students has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

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

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items

13. Drugs

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

The school should take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any students found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy. The sanction is likely to be, except in exceptional circumstances, permanent exclusion from academy.
Any students found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and students concerned.

Schools should take a contextual approach to where students are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

Parental involvement

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

14. Time away from the classroom

At The Hyndburn Academy, our behaviour policy underpins the importance of careful consideration when implementing sanctions. Removal as a disciplinary measure necessitates thoughtful evaluation of circumstances. If removal is deemed necessary, such as for the purposes of managing their own deregulation, to ensure the safety of other students, or as a consequence of disrupting the learning of others provisions are made to ensure the student's education continues under supervision.

While the educational content may differ from the mainstream curriculum, it remains relevant and purposeful for the individual students. Our approach at The Hyndburn Academy prioritises maintaining educational continuity while addressing behavioural concerns effectively.

Serious Incidents that require investigation

If there is an incident that requires an investigation, this will be overseen by a member of SLT leading Behaviour or Safeguarding or may appoint another member of staff to act as the lead in relation to the investigation.

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

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

- The student(s) will remain in Reflection or other form of isolation until the investigation is complete.

- Any member of staff who were witness should email the member of staff overseeing the investigation with a full statement as soon as possible.

- Any student(s) who were witnesses should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.

- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.

- The lead on the investigation will speak with the student(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.

- The lead on the investigation will then discuss with Vice Principal the most appropriate sanctions to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this can only be decided by the Principal or 'Acting Principal' if the Principal is not available.

- Parent(s) will then be contacted to inform them of incident/outcome where appropriate. This should include any victim involved in incident

15. Suspensions and Permanent Exclusions

Suspensions

At The Hyndburn Academy we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. In order to support this ethos, it may be necessary to consider suspension when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

Sections

1. Guidance framework
2. Principles
3. The decision to suspend
4. Fixed-term suspension
5. Permanent exclusion
6. Investigation
7. The Principal's Decision
8. Notification
9. The Governors' Behaviour Committee and the Appeal Process
10. Informing parents / carers
11. Behaviour Outside the Academy Gates

1- Guidance framework

The Academies Exclusion Policy is written in line with the following areas of guidance:

- Suspension and permanent exclusions – DfE Guidance
- United Learning Exclusions Policy
- 2010 Equalities Act
- SEND Code of Practice: 0 to 25

2- Principles

The Academies is a learning institution which aims to provide positive life chances for all of its students. We view suspension as a last resort when all other possible methods of managing student behaviour have been exhausted and all reasonable adjustments made. The decision to suspend is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision to suspend. The only person able to suspend is the Principal or in the absence of the Principal, the next most senior member of staff on site

We recognise the detrimental impact on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from fixed-term or permanent exclusion of a student and will try hard to avoid this

Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate

We take account of the Equality Act and our duty not to discriminate against students for any reason.

We also take account of our statutory duties in relation to SEND and the reasonable adjustments the school makes to ensure all students' needs are met to the best of the academy's ability.

We aim to ensure parents and carers are kept up to date and suitably informed at all times.

3- The decision to suspend

The decision to suspend is made solely by the Principal, or the Vice Principal in his absence
There are five circumstances where a student may be required to leave the Academy site with the authorisation of the Principal / Vice Principal:

a) where a decision has been made to suspend
b) where a student has committed a serious criminal offence outside the jurisdiction of the Academy and it is determined by the Principal or Vice Principal that it is in the interests of the community for the student to be educated off-site while investigations take place. (This is not necessarily an exclusion although fixed term suspension may be deemed appropriate by the Principal in such circumstances)
c) where, for medical reasons (such as contagion, risk to an unborn child), the presence of a student represents a serious risk to the health or safety of other students or staff. This not an suspension
d) if a student is given permission by the Principal or Vice Principal to leave the premises briefly to remedy a breach of the academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence
e) where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an suspension but an unauthorised absence in the first instance, which could lead to suspension following a full investigation

The decision to suspend a student is not taken lightly and the Principal or Vice Principal will:

- ensure that a thorough investigation has been carried out consider all the evidence available to support the allegations
- allow and encourage the student to give their version of events (with appropriate support to do so when needed)
- keep a written record of the actions taken including the signed statements of witnesses

- be confident that the procedures detailed later in this policy have been carried out
- ensure SEND expert advice has been taken into account, with appropriate and reasonable adjustment made if deemed appropriate
- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate

The standard of proof applied when deciding to suspend is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

Suspension will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework
- poor academic performance
- lateness or external truancy
- breaches of academies rules on uniform or appearance except where these are persistent or in open defiance of such rules
- as a punishment for the behaviour of a parent / carer

Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection

4- **Fixed-term Suspension** (Level 1: Fewer than 15 school days in any term / Level 2: 15 school days or more during term)

The decision to suspend a student for a fixed term may be taken in response to breaches of the academies behaviour for learning policy

Examples of behaviour that may lead to a fixed-term suspension include the following:

- verbal abuse of staff or students
- physical abuse of staff or students
- indecent behaviour
- damage to property
- misuse of illegal drugs or other substances
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- carrying and / or supplying an illegal substance
- carrying an offensive weapon* or banned item
- arson
- use of a vape pen
- persistent poor behaviour contrary to acceptable behaviour outlined in the school behaviour policy
- bullying, including cyber-bullying, defiance and truancy
- Failure to comply with internal isolation including entering the isolation area, adhering to the rules of the room or persistent failure to follow instructions and guidelines when in reflection.

*A weapon is defined as any item made or adapted for causing injury

This is not an exhaustive list and there may be other examples of behaviour where the Principal or Vice Principal judges that suspension is an appropriate sanction. Where a student is suspected of carrying an offensive weapon, or misusing / carrying / supplying an illegal substance, or being part of a group involved in such activity but the evidence is not sufficient, they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of suspension. Suspension will always be

applied for the shortest time deemed possible as the academies recognise the impact missed days has on the long-term educational progress of the student/s involved.

The Principal may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

During a fixed-term suspension of 5 or fewer days, work will be set by the academies for the student to complete at home. This work should be returned completed at the end of the suspension for marking

For an suspension of longer than 5 days, the academies will arrange full-time alternative educational provision from the sixth day of suspension.

Before the end of any fixed-term suspension, parents / carers will be invited to attend a reintegration meeting at the academies with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The academies will consider all further support if needed to help the student, including referral to the behavioural/pastoral support team within the academy for a behaviour support programme / positive intervention or to external agencies if appropriate.

During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be Issued.

Repeated use of fixed-term suspension for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs. The Academies will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech and language therapist etc.

5- Permanent Exclusion (Level 3 Exclusion)

Permanent exclusion is an extremely rare sanction at the academy and always avoided wherever possible. The decision to permanently exclude is taken only:

a) in response to serious breaches to the academies behaviour for learning policy
b) if allowing the student to remain would seriously harm the education or welfare of that student or others at the academies

A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the academies have exhausted all available strategies for dealing with the student and is a last resort

There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- serious bullying, including cyber-bullying
- possession of an illegal substance and/or supplying an illegal substance
- carrying an offensive weapon

Again, this is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

The Academy operates a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies and in the student planner.

Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site will be permanently excluded. A student found in possession of these items on site also runs the risk of permanent exclusion.

6- Investigation

Any investigation of the incident will be carried out in accordance with DFE guidance. The student at risk of exclusion will be given the opportunity to have his / her say wherever possible.

- Each case will be judged on the facts and the context taking into account:
- The degree of severity of the offence
- The likelihood of re-occurrence
- The student's previous behavioural record
- Contributory factors (e.g.: recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
- Support provided
- The wider Behaviour Policy, SEND Policy and Equality Law obligations

7- Principal's Decision

The decision to exclude will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academies.

8- Notification

Once a decision to exclude has been made, parents will be contacted at the earliest opportunity, by telephone if possible. See section 6.8 for more information

9- Governors' Behaviour Committee and the Appeal Process

The academies have a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to exclusions. The Behaviour Committee consists of at least 3 members of the LGB, all of whom should be involved in reviewing Level 2 and 3 exclusions. For Level 1 suspensions the Behaviour Committee need not meet in person and decisions can be delegated to one member of the Committee

The Behaviour Committee of the Governing Body will automatically review any suspension which results in a student being suspended for more than 15 school days in any term, or any permanent exclusion

The Behaviour Committee will automatically review all fixed-term suspensions of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year)

Parents / carers have the right to appeal the decision to exclude their son/daughter. This process is common across United Learning and is different for different levels of suspension

Full details of how these meetings operate can be found in the following appendices and also within the DFE Guidance (2022) and the United Learning Suspension Policy – Academies (2018) but the summary is contained below:

Level 1 suspension (less than 15 days)
A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the suspension. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days The Committee will automatically review all fixed–term suspension of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year).

Level 2 Suspension (more than 15 days fixed-term or where the suspension would result in a student missing a public examination or national curriculum test)

Principal meets with parents to discuss suspension. Behaviour Committee meets to review the suspension within 15 days of receiving notice of the exclusion.

Level 3 exclusion (permanent)
The investigating officer presents their findings to the Principal in regard to the alleged incident that has taken place. The Principal meets with parents/carers to discuss having completed the process fully and having consulted with others including the SEND expert if appropriate. If the decision is made to permanently exclude the student, parents/carers will be informed by the Principal both verbally and in writing.
Following the Principal's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion

If the Behaviour Committee upholds the Principal's decision to permanently exclude, parents/carers may appeal to an Independent Review Panel. In addition, the Principal must consult with the Regional Director of United Learning and the Chair of the LGB (or his/her nominated Deputy as delegated) before the decision is implemented.

An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two independent members, one with governance experience, the other with headship experience. This panel will decide whether to uphold the decision to exclude a student

The Independent Review Panel can either uphold the decision to exclude the student or recommend that the Academy reconsiders the matter. They cannot, however, direct the reinstatement of the student

Parents/carers have a legal right to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

10- Informing parents / carers.

Following any decision to exclude, the Principal must inform parents/carers, putting the decision to exclude in writing and stating the date the exclusion takes effect. The letter must also explain:

- the circumstances leading up to the decision to exclude
- why the Principal decided to exclude the student
- if relevant, what steps were taken to try and avoid the exclusion, details of

- any relevant previous warnings, fixed period suspensions or other disciplinary measures taken before the present incident
- the arrangements for enabling the student to continue his/her education
- including setting and marking the student's work
- the parent's right to see and have a copy of their child's record
- the parent's responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion
- if the suspension is for a fixed period, the length of the suspension and the date and the time the student should return to the academy
- the arrangements for a parent interview at the end of the suspension to discuss the process of reintegration
- for Level 2 and Level 3 exclusions, the parent's right to appeal to the Independent Appeals Panel and the appropriate timescales and mechanism for that to happen as well as the fact that the governors will meet to review the decision
- for Level 1 suspensions, that if parents are concerned about the way in which the suspension was managed, they may write to the Behaviour Committee to ask it to review the process. This may be done by just one member of the Committee. The Committee cannot overturn the decision to exclude but may put a note on file.

11- Behaviour outside the Academy gates

Our suspension and behaviour policy covers behaviour not only within the Academy but outside the Academy. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academies
- wearing our Academy uniform, or in some other way identifiable as a The Hyndburn Academy student or for behaviour which at any time:
    1) could have repercussions for the running of the Academies, or
    2) poses a threat to another student or member of the public, or
    3) could adversely affect the reputation of the academies

Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academies, pose a threat to another student (including bullying and cyber bullying), or member of the public or could adversely affect the reputation of the academy.

Monitoring and Review

The Hyndburn Academy stresses the significance of schools including reference to monitoring behavioural issues and evaluating the effectiveness of the behaviour policy. This proactive approach enables the school to consider whether there are patterns of concerning, problematic, or inappropriate behaviour among students, which may indicate possible cultural issues within the school enabling such behaviours to occur. Upon identifying patterns, the school should decide on an appropriate course of action, which may involve additional staff training, integrating learning points into students' PSHE/RSE lessons, or amending the policy to better address behavioural concerns.

***Off-site Directive/Managed Moves*[4]**

The Hyndburn Academy clearly outlines its policy regarding managed moves, emphasising the importance of voluntary participation and unanimous agreement among all parties involved, including parents and the admission authority of the new school.

Additionally, an off-site direction (previously referred to as a managed move) are strictly offered as part of a planned intervention, ensuring that the best interests of the students remain the top priority throughout the process.

Off-site direction may be used as a short-term or long-term placement at another school to support a student's behaviour. This intervention forms part of the academy's graduated approach to behaviour support and will be used where a student is consistently failing to meet academy expectations. It will form part of a planned programme of support designed to help the student make positive changes to their behaviour.

Failure to attend an off-site direction placement will be considered persistent defiance of academy rules and will be dealt with as a serious disciplinary matter.

Any student who fails to attend an off-site direction placement without an acceptable reason will be marked as having an unauthorised absence, and the academy's Attendance Policy will be applied accordingly.

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents[5]

At The Hyndburn Academy, our initial intervention strategies include Positive Behaviour Support, Individual Behaviour Plans, Counselling and Mentoring, Restorative Practices, Social Skills Training, Parental Involvement, Staff Training and Support, and Early Warning Systems.

Relevant staff members are promptly informed of persistently misbehaving students or sudden behavioural changes for timely intervention.

Reintegration[6]

The Hyndburn Academy's reintegration strategy includes personalised support plans, behavioural interventions, academic catch-up sessions, ongoing monitoring, gradual return to mainstream classrooms, positive reinforcement, and continuous support to ensure students meet expected behaviour and academic standards. Students are required to bring all completed schoolwork to their reintegration meeting. Failure to do so will result in time being spent in Reflection to complete the outstanding work.

Monitoring and evaluating school behaviour[7]

The Hyndburn Academy utilises a robust data capture system to monitor behaviour culture. This includes incident reports, attendance records, surveys, and video surveillance. Data is analysed regularly to identify trends, root causes of behaviour, and effectiveness of interventions. This ensures proactive problem-solving and appropriate support for students.

[4] Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 48-52 in the DfE's Suspension and Permanent Exclusion Guidance
[5] Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance
[6] Further detail is contained at paragraph 107 in the DfE Behaviour Guidance
[7] Further detail is contained at paragraphs 108-110 in the DfE Behaviour Guidance

Specific behaviour issues

Child-on-child sexual violence and sexual harassment[8]

The Hyndburn Academy firmly prohibits sexual violence and harassment, enforcing strict disciplinary measures for any infractions. Staff are instructed to promptly address and challenge inappropriate behaviour among students, ensuring a safe and respectful environment for all.

Behaviour incidents online[9]

The Hyndburn Academy provisions apply to all activity online, including all forms of social media, for both school purposes and personal use that may affect the school, students, or staff in any way. All staff are aware of the dangers of social media and students; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year/ Pastoral Leader or senior member of staff at the Academy.

Instances of prohibited use include:

- Damage to the school or its reputation, even indirectly.
- Use that may defame school staff or any third party.
- Use that may harass, bully, or unlawfully discriminate against staff, other students, or third parties.
- False or misleading statements.
- Use that impersonates staff, other students, or third parties.
- Expressing opinions on the school's behalf.
- Using school logos or trademarks.

Even when a student commits inappropriate online behaviour outside of school, these actions may be considered under the behaviour policy if they pose a threat or cause harm to another students, affect the orderly running of the school, or adversely affect the school's reputation when the students is identifiable as a member of the school.

Misuse of social media should be reported to the Designated Safeguarding Lead.

Guidelines for responsible use of social media should be followed, and breach of the policy will result in disciplinary sanctions.

In accordance with government guidance on the Prevent Duty, children must be kept safe from terrorist and extremist material, and suitable filtering within the school will be in place.

Although the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect, and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead when it raises a safeguarding concern.

The Academy maintains a policy on the responsible use of social media, and any violation of this policy will lead to disciplinary measures. Our academy software detects keywords and monitors usage, ensuring sanctions are imposed as necessary.

[8] Further detail is contained at paragraphs 111-117 in the DfE Behaviour Guidance
[9] Further detail is contained at paragraphs 118-121 in the DfE Behaviour Guidance

Suspected Criminal Behaviour

The Hyndburn Academy prioritises safeguarding by promptly reporting to the police, preserving evidence when necessary, and considering tandem reports to children's social care.

The Designated Safeguarding Lead (DSL) takes the lead as per KCSIE guidelines, especially in cases of child-on-child sexual violence.

'Classroom Ready'

The Hyndburn Academy prides itself on high standards and these standards are to be met at all times to ensure that every student is ready to learn every day. This means being 'Classroom Ready' from the moment the student is on the academy site and this readiness should be applied at all times whilst in and representing the academy.

Students will be met by the pastoral and behaviour team when they enter school each day. They will be greeted politely to set a positive tone of mutual respect between pupils and staff. All students are expected to show they are 'Classroom Ready' by presenting their pencil case with all equipment and school bag upon entrance to the academy. Any student who is not 'Classroom Ready' will be spoken to by a member of staff. Staff will support the student in ensuring they are 'Classroom Ready' for that day (see below).

Students are expected to have all equipment needed on a daily basis to help them compete the relevant lessons that day and to support 'Disruption Free Learning'. This includes:

-A full pencil case (see appendix)
-Full and Correct uniform (see appendix)
-A bag suitable for school
-PE kit if required that day
-Student Planner

If a student arrives at the academy not 'classroom ready' - without the required uniform or equipment, staff will work with the student and their parent/carer to resolve the issue. Several responses may be considered, depending on the circumstances.

For minor issues, such as a missing tie or piece of equipment, the academy may ask the student to return home to collect the item, provided it is available, the student lives locally, and there is sufficient time for them to return before the start of the school day. Where this is not possible, the academy will, where available, provide the necessary item of uniform or equipment. Any replacement items provided may be charged to the student's Arbor account.

Where appropriate, a member of the pastoral team may contact a parent/carer and request that the item be brought into the academy to enable the issue to be resolved promptly. In some circumstances, a student may be required to remain outside the building or in a designated area until the matter has been rectified and they are classroom ready.

In some cases, students may be required to purchase a replacement item. This may apply where uniform or equipment has been repeatedly missing and is affecting the student's classroom readiness. Payment can be made in cash or charged to the student's Arbor account, where it will be visible through the Arbor App. Staff will continue to work with the student and parent/carer to resolve any ongoing concerns.

Where a student is not classroom ready and refuses reasonable support from staff to become classroom ready for the school day, sanctions will be applied in accordance with the Behaviour Policy. Continued failure to be classroom ready, including refusal to comply with reasonable staff instructions or to accept support to address concerns regarding uniform or equipment, will be considered persistent defiance of academy rules and may be dealt with as a serious disciplinary matter.

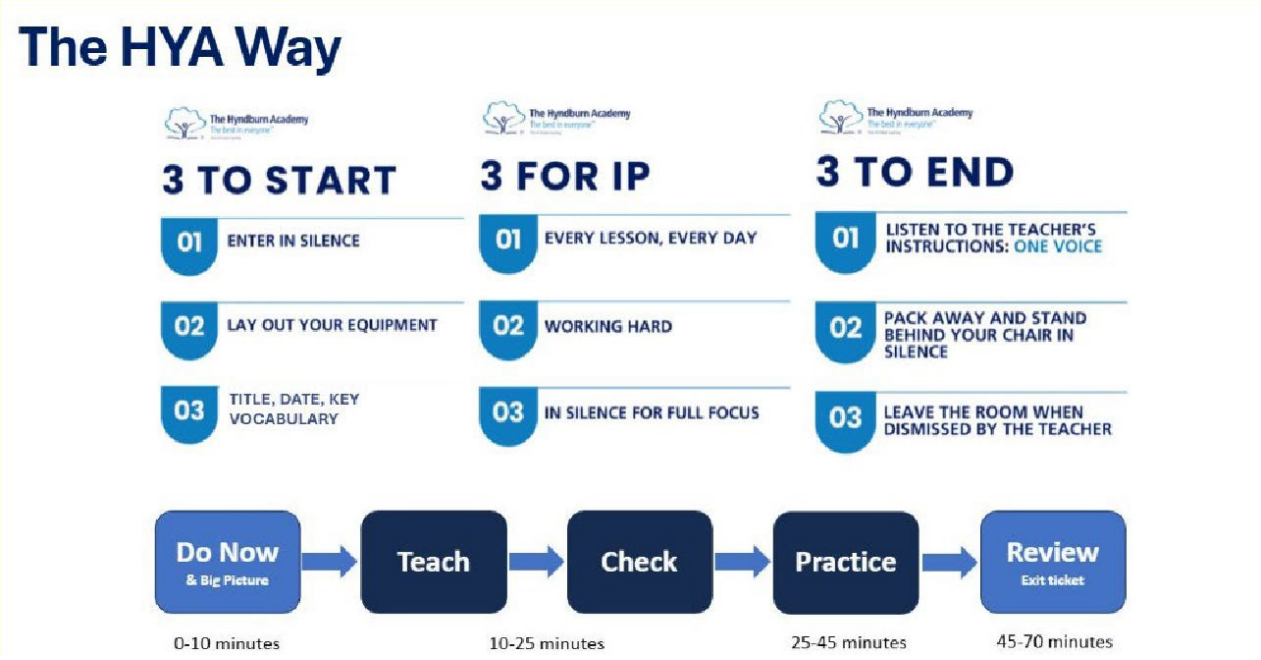
Lesson ready

Students are to move around the building in a timely and orderly manner. The lines on the floor support student movement and highlight that students should move in small groups and on the left-hand side of the corridors. All students should arrive at lesson within the permitted time and follow the warning bells to ensure they are not late. Once at the correct area, students will line up in silence, await instructions from the member of staff and enter the classroom appropriately.

Once in the classroom students will sit in their allocated seats and put their equipment on the desk ready to use so that the class teacher can see that they are ready to start the lesson. If a student is sat on the left-hand side of a table then equipment is placed at the top left of that table. If a student is sat on the right-hand side of the table, the equipment is placed it at the top right of the table.

Every lesson will begin with '3 to Start', an introductory task designed to recall and reinforce learning from previous lessons. During the lesson, students will complete '3 to IP (Independent Practice)' activities to develop and apply their knowledge and skills. Every lesson will conclude with '3 to End', a task designed to challenge students and assess their understanding of the learning from that lesson.

These routines are an essential part of teaching and learning at The Hyndburn Academy and will be consistently used in all classrooms. They help students establish positive habits, understand expectations, and engage successfully in their learning. This consistency is deliberate and ensures that minor issues, such as a lack of equipment or poor standards of presentation, do not become barriers to achievement. By providing clear routines and expectations in every lesson, we create the conditions for all students to succeed.



Annex A- The Graduated Approach

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale The Hyndburn Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Adaptations will be applied as consistently as possible across all aspects of school provision: lessons, social times, extra-curricular activities, lesson removal / internal suspension rooms.

General Adjustments (where additional behaviour support may be needed)

- Work in collaboration with students and parents/carers to agree an overall approach.
- Identify a key adult and supervised safe space to go to in school. Agree when and how this support can be accessed (for example, weekly check in meetings)
- Agree daily / weekly home-school reports or home-school mood diary / tracking

Transitions

Starting a new school, returning after an absence, changes to routine or even moving between lessons / activities can be a real challenge for some students. At such times, we will use inclusive strategies such as effective routines, visual timetables or step by step instructions for those students who may need extra support.

Learning Environment

- Where applicable, we will consider the student's sensory needs – smells, sounds, lighting, temperature, and complete a sensory profile, if needed.
- Seating plan adaptations / position in room will be considered where necessary.

Learning Strategies

- Cue student to stay on task with agreed non-verbal / private signal
- Provide additional think time or pre-prepare student prior to reading aloud / questioning
- Increase immediacy / frequency of bespoke rewards
- Provide exam access arrangements (see below) as normal working practice

Exam Access Arrangements

We will support students with exam access arrangements, either across all subjects or for specific subjects, as required. We will ensure early application for such arrangements (where necessary) in line with the JCQ guidance. Examples include:

- Reader / computer reader / read aloud
- Scribe
- Supervised rest breaks (brain breaks / movement breaks). Pre-agree the frequency and length of these
- Prompter
- Visual timer / individual timer on student's desk
- Access to word processor
- Separate room
- White noise / music through headphones *(JCQ update 24/25)*
- Allow the student to see the exam room / meet their invigilator prior to the exam/s

The JCQ guidance here gives further information and is used by school to determine what arrangements individual students may need: JCQ-AARA-24-25_FINAL.pdf

Internal suspension (reflection) room

All other pre-agreed reasonable adjustments applied as normal working practice. Additionally:

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

SENCo / External Professional Input

- Solution focused planning session
- Further recommended staff CPD
-

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	**Examples of adjustments to the Behaviour Policy**
Increased use of praise	Pre-warning given and time provided for the students to make the correct decision
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the Reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
	Access to a laptop in the reflection room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

Annex B – Internal Guidance on Managed Moves and Off Site Direction

Guidance for Academies on Managed Moves and Off-Site Direction (including Cluster Cross-Site Direction)

Introduction
Managed moves, off-site direction, and cluster cross-site direction can all play an important part in approaches to behaviour management. They can help maintain high standards of behaviour and ensure a safe and supportive learning environment for all students. This guidance outlines the principles, processes, and best practices for implementing these strategies effectively.

Schools must ensure they follow the DFE's Suspension and permanent exclusion guidance when using any of these strategies.

1. Managed Moves

Definition
A managed move is a voluntary **but permanent** agreement between schools, parents/carers, and the students for the students to move to another school permanently. This is usually considered when all other behaviour management strategies have been exhausted.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments have been completed or explored prior to a managed move. (para 50 DfE suspensions and exclusions guidance).

Key Principles

- **Permanent:** As made clear in the DFE guidance, managed moves are permanent arrangements. There is no such thing in DFE guidance as a 'failed' managed move where the student returns to the original school without the new school having issued a PEX.
- **Voluntary Agreement**: Managed moves should be agreed upon by all parties involved, including the students, parents/carers, and both schools. It requires the consent of parents and the mutual agreement this is the right thing for the child. Parents should not be coerced into a managed move and it should never be offered 'to avoid an exclusion'. DFE guidance is clear that if a parent is pressured to accept a managed move this could be considered off-rolling.
- **Be in the Best Interests of the Students**: The move should be in the best interests of the students, providing them with a fresh start in a new environment. They should not be used as a consequence of or sanction for previous poor behaviour.
- **Clear Objectives**: The objectives of the move should be clearly defined, including expected behaviour improvements and academic goals.

Process

1. **Initial Discussion**: The current school discusses the possibility of a managed move with the students and their parents/carers. The rationale and purpose for the move should be clearly explained, and documented.
2. **Agreement**: If all parties agree, the current school contacts potential receiving schools.
3. **Consider Off Site Direction**: Managed moves are permanent arrangements, and there can be no trial period. However, an off-site direction could be used to test the water before progressing to a managed move. In which case the process relating to an Off Site Direction (see below) should still be followed.

4. **Final Decision**: Following careful discussions and mutual agreement the move would be in the best interests of the students, the move is confirmed and induction arrangements made for the students to start at the new school.
5. **Document all discussions and decisions**: All meetings relating to a potential managed move should be carefully minuted. It is very important that all parties agree and that the decision is arrived at on a collective basis and that all parties are of the view the move best serves the child.
6. **Change in Registration**: As a managed move is permanent, it involves a move from the home school's admission register to the admission register of the new school.
7. **Information Sharing**: Any managed move should be preceded by information sharing between the home school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

Safeguarding and Attendance

As a managed move is a permanent arrangement, the new school assumes responsibility for safeguarding and attendance at the outset.

2. Off-Site Direction

Definition

Off-site direction is a temporary measure where a students is directed to attend another educational setting to improve their behaviour or seek a fresh start opportunity **(previously referred to as a managed move).** This can include alternative provision or another mainstream school. Principals of United Learning Academies have delegated powers (through our Scheme of Delegation) to direct off site where appropriate. *Please be aware that if schools continue to refer to such temporary placements as 'managed moves' – which has been the case in the past – they risk running into difficulties with potential complaints as the arrangements for managed moves are different – as set out above.*

Directions offsite can be an effective way to manage behaviour in a planned and strategic way rather than as a response to a single incident. They should be short term and remain under review. The arrangements for this should be stated overtly in a letter to parents that follows the direction.

Key Principles

- **Temporary Measure**: Unlike managed moves, off-site direction should be used as a short-term intervention only. Neither parents nor students have to agree to the direction (again, unlike a managed move), although it is in the best interests of all parties if agreement can be reached.
- **Clear Objectives**: The purpose and duration of the off-site direction should be clearly communicated to the students and their parents/carers.
- **Support and Reintegration**: Students should be supported by the school during the off-site period and a plan must be put in place for their reintegration back into the home school at the end of the off-site direction period.

Process

1. **Assessment**: Assess the student's behaviour, what intervention is needed to address it and determine if off-site direction is appropriate.
2. **Selection of Provision**: Choose an appropriate off-site provision that meets the student's needs as determined at 1. above. Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.

3. **Parental Involvement**: Inform and involve parents/carers in the decision-making process. Whilst consent is not a pre-requisite for an off-site direction, schools must ensure parents (and the local authority, where the child has an EHCP) are notified in writing and provided with information about the placement as soon as practicable after the decision to give a direction has been made and no later than two school days before the day the students is required to start attending the placement. Whilst consent is not required, schools should be mindful of the individual needs and circumstances of the family before finalising arrangements.
4. **Monitoring**: Regularly monitor the student's progress and behaviour at the off-site provision.
5. **Dual Registration**: The child must be dual registered during any period of off-site direction.
6. **Review:** The placement should be kept regularly under review to ensure it is meeting the intended objectives. Parents should be invited to each review. Although parental consent is not needed, parents (and, where the child has an EHCP, the local authority) can request, in writing, that a review meeting takes place. When this happens, schools must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.
7. **Extension:** If the placement is to continue beyond the original timelines, schools must give written notification to parents (within six days of the review meeting where the decision to continue the placement is agreed) including their reasons for the extension and how long the extension will last.
8. **Reintegration**: Review the student's progress and plan for their reintegration into the home school.
9. **Failure**: If the direction fails (i.e. breaks down before the off-site direction is due to end), the child must return to their home school. Significant care should be taken in such circumstances with regards any subsequent sanctions. An immediate PEX should only be issued if the behaviour that triggered the off-site direction was extreme or dangerous and the school can demonstrate the risk of keeping the child in school is too severe (i.e. the case meets all the thresholds of a PEX and isn't a result of the failure of an off-site direction). The risk of this occurrence happening is minimised if off-site direction is used as a carefully considered approach to improving behaviour, rather than a reactive response to an isolated incident.

Safeguarding and Attendance

- The home school retains safeguarding responsibilities for the child for the time they spend in another setting. The school must ensure that the off-site provision has robust safeguarding policies. Safeguarding measures must be put in place during the transition.
- Both schools must be communicating and safeguarding the child at all times. The home school must take proactive measures to ensure the child is safe, such as setting up a weekly attendance call between the school and setting, and/or a weekly DSL catch up between the home school and the receiving setting for a child identified as vulnerable.
- Attendance must be monitored closely to ensure the students is engaging with the new school. If there are any issues with attendance then the receiving school should contact the home school immediately as part of their daily attendance procedures.

3. Cluster Cross-Site Direction

Definition

Cluster cross-site direction is a temporary measure where a students is directed to attend another local school within the same United Learning cluster/ local community school for a specified period. It is essentially a form of off-site direction which keeps the child within United Learning cluster/ local community school, which is likely to be a more familiar setting than a school outside of the Group. This strategy aims to provide a change of environment to help improve the student's behaviour while maintaining their educational engagement.

We would hope that schools within the same cluster have a mutually supportive cluster-based approach in place as part of strategies to reduce exclusions.

All of the above principles regarding off site direction apply, even if the direction is to another school within the cluster. Being in the same cluster does not exclude either school from the principles set out in 2. above.

Benefits

- **Behaviour Improvement**: A new environment can help break negative behaviour patterns and help prevent exclusions.
- **Educational Engagement**: The students continues their education without interruption, benefitting from our common curriculum and familiar resources and approaches.
- **Supportive Network**: Utilises the resources and support within United Learning.

Legal and Policy Considerations

- **Compliance with Regulations**: Ensure compliance with relevant regulations, including the School Attendance (Students Registration) (England) Regulations.
- **Documentation**: Keep detailed records of all decisions, agreements, and reviews related to managed moves, off-site directions, and cluster cross-site suspensions.
- **Parental Complaints**: Ensure your complaints policy is up to date and makes clear how parents can make a complaint. The process for complaining about an off-site direction or managed move would be the same as any other complaint (i.e. no separate process is needed).
- **Direction off site**: These are decisions made unilaterally by the School.[10] As such they can be subject to heightened legal scrutiny by way of judicial review (challenge to a decision made by a public body). This can be on grounds of irrationality (e.g. failure to take account of relevant factors, taking account of irrelevant factors, making a decision no reasonable person would make), procedural irregularity (e.g. not allowing proper reviews) and illegality (e.g. not acting within the legal framework). As such, decision making should be considered, with care taken to record a detailed rationale.

Conclusion

Managed moves, and off-site directions including cluster cross-site direction, are valuable tools for supporting behaviour management in schools. By following this guidance, schools can ensure these strategies are implemented effectively, providing students with the support they need to succeed.

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

Annex C – Internal Guidance on the Appropriate Use of Alternative Provision

Guidance on the Appropriate Use of Alternative Provision (AP)

Introduction

Alternative Provision (AP) refers to educational settings and programs designed to meet the needs of students who may not be coping or thriving in mainstream education. This guidance aims to support schools with using AP appropriately to help to support students' educational and personal development.

Schools must have due regard to the DFE guidance available here: Arranging Alternative Provision - guide for LAs and schools. This guidance gives the following definition of Alternative Provision as…

> *…education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to offsite provision to receive education intended to improve their behaviour.*

Objectives of Alternative Provision

- **Ensuring Suitable Education**: To arrange suitable education for children of compulsory school age who cannot attend mainstream provision due to exclusion, illness, or other reasons.
- **Behaviour Improvement**: To provide education for children on suspension or those directed off-site to improve their behaviour.
- **Reintegration**: To support children in overcoming barriers to learning and assist their reintegration into mainstream education or transition to post-16 destinations.
- **Quality Education**: To ensure that all children receive a good quality education, tailored to their age, ability, aptitude, and any special educational needs (SEN) they may have.
- **Early Intervention**: AP can support early intervention in mainstream schools to improve school capacity and capability to respond to rising issues over behaviour, attendance, mental health or other needs. Interventions can reduce the likelihood of children becoming persistently or severely absent, reducing preventable exclusion and the need for longer term placement into alternative provision.

Commissioning

Both the local authority and the school can commission AP, although the reasons behind each of them doing so varies.

- **Schools** will most typically be the commissioner in using AP to address behaviour concerns, such as using AP for children on a fixed term exclusion, or for an off-site direction.

- **Local authorities** must arrange suitable full-time education for children of compulsory school age who would not receive suitable education without such provision, e.g. due to medical conditions or following a PEX. Local authorities also maintain the responsibility for any placement for a child with an EHCP.

Regardless of who is taking the lead on commissioning, both parties should ensure the other is kept well informed about the placement and ensure plans for reintegration of the child back into mainstream are in place at a suitable point.

Types of Alternative Provision

1. **Off-Site Provision**: A range of external programs or settings that offer specialised support.
2. **In-School Units**: Dedicated units within the school that provide targeted support.

In-School Units

Purpose

- In-school units are designed to offer a supportive environment within the school where students can receive tailored interventions without being completely removed from the mainstream setting. The benefits of these settings are that the students receive continuity and have familiarity with staff and the rules and routines of their school, as well as protecting social connections and relationships.
- Whilst the main points in this guidance relate to external provision, schools should ensure similarly robust processes are in place for any provision provided on-site, particularly around quality standards, induction, record keeping and reintegration.
- Further information on using in-school units can be found in the DFE's Behaviour in schools - GOV.UK guidance.

Placing external children into an in-school unit (off-site direction)

- Most in-school units will be for a school's own students, although some do take children from other schools, particularly within United Learning such as through cluster arrangements.
- **Off-site direction:** In these scenarios, any placement of a child who isn't already on roll at the school would need to be managed via an off-site direction. The principles set out in the guidance on Managed Moves and Off Site direction must apply in these circumstances.
- **EHCP:** Where a child with an EHCP is placed in an in-school unit (i.e. within the school named on their EHCP), the relevant statutory duties for the school and local authority will continue to apply.

Registered and Unregistered Provision

- **Registered Provision:** Registered provision refers to AP settings that are formally registered with Ofsted. These settings are subject to regular inspections and must meet specific standards and regulations.
- **Unregistered provision:** includes AP settings that are not formally registered. While these settings may offer valuable support, they are not subject to the same level of oversight and regulation as registered provision. As such, if schools decide that unregistered provision is the most suitable setting for a child, it is essential they ensure checks are robust and regular. The school (or local authority if they have commissioned the placement) is responsible for the safety and quality of the provision they use and that the placement is appropriate for the child's needs.
- **Quality assurance:** many areas use quality assurance frameworks, with local authorities, schools and providers working collaboratively to produce approved lists of local unregistered alternative provision. Approved providers are measured against clear, locally defined standards, including where registration may be necessary, safeguarding, health and safety, quality of accommodation, quality of education etc.

However, even if a setting is listed on a local framework, the home school must still ensure they complete effective due diligence before placing a child in the setting.

Full time – Part time
Students have a right to full time education. Where it is in their best interests for reasons which relate to their physical or mental health for full time education not to be provided, education can be provided on such a part time basis as the Local Authority considers to be in the child's best interests. Therefore, before making part time provision the agreement of the Local Authority should be obtained. Failure to do so may result in legal challenge, especially if the students has Special Educational Needs and/ or a disability.

School's Responsibilities to Check Provision is Suitable
Schools must conduct thorough due diligence to ensure that any AP setting, whether registered or unregistered, is suitable for their students. This includes:

- **Quality Assurance:** assessing the quality of education and support provided. Alternative provision and the framework surrounding it should offer good quality education equivalent to that provided in mainstream (or special) schools. The provision must be suitable to the child's age, ability and aptitude, and any SEN they have. Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs.
- **Qualifications:** Children should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.
- **Safety and Welfare:** ensuring the setting has appropriate safeguarding measures in place. Schools should ensure there is a section within their Safeguarding Policy that addresses checks within any AP setting used by the school. The school (where the school is the commissioner of the placement) continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs. Should safeguarding concerns arise with the actual placement, the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.
- **Attendance:** When a child is attending an alternative provision school, the school must ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence. Arrangements must be in place whereby the AP setting notifies the school of any absences by the child. The school should always know where the child is during school hours. This includes having records of the actual address of the commissioned AP plus any subcontracted provision or satellite sites the child may attend.
- **Curriculum:** Alternative provision should aim to deliver a high quality, broad and balanced curriculum that responds to the needs and ambitions of all children, giving them the foundations and resilience to succeed in education and in their future life. The DFE guidance sets out further information on curriculum on page 20.
- **Staff Qualifications:** Verifying the qualifications and experience of staff. The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.
- **Facilities:** Checking that the facilities are adequate and safe.

Dual Registration

- Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the students to attend the provision. For the purpose of the school census a child should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Alternative Provision for children with an EHCP

- **Local authorities are responsible** for maintaining a child's EHCP. As such, if the educational setting named on a child's EHCP believes that the child would benefit from alternative provision, they should inform the local authority responsible for the EHCP so that the authority can then consider whether to review the plan.

- If the local authority agrees that an intervention from an alternative provider might be appropriate, the local authority would need to consult the child's parents, consider their wishes and consult with the alternative provider to ensure they are able to meet the child's needs.

- The local authority may need to review and amend the EHCP, for example to name the alternative provision school in Section I as a new placement or as a dual placement alongside the home school or other institution.

Induction and Assessment

- As a child can enter alternative provision at any point in their school career and at any point in the academic year, it is essential that robust induction and baselining take place. Prior to the placement starting, all relevant information from the school, local authority (if involved), relevant agencies and the parents should be shared, including information about any SEND or medical needs, safeguarding concerns, as well as academic achievement and any noted barriers to learning such as poor literacy. Information must be provided in accordance with data protection principles.

- A carefully thought through induction plan is essential in order to help establish the placement in a positive manner and support the child in building relationships with key people within the alternative setting. This will also enable the provider to better understand the child, therefore enabling any tailoring to curriculum / provision to take place to maximise the opportunities for success.

- A baseline of the child's previous attendance and engagement with education should also be included as part of the induction. This will enable the provider to effectively track and monitor patterns of absence, future attendance and engagement and demonstrate improvements that are made.

- A plan and process should be agreed at the outset regarding reintegration of the child successfully back into their home school. The plan should include details of how to assess when the child is ready to return to their home school and should provide an appropriate package of support, from both provider and home school, to assist their reintegration.

Regular Monitoring

Schools should regularly monitor the progress and well-being of students placed in AP settings. This involves:

- **Visits:** Conducting regular visits to the AP setting as part of safeguarding and attendance checks, as well as ongoing quality assurance.

- **Feedback:** Gathering feedback from students, parents, and AP staff. The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement.
- **Review Meetings:** Holding review meetings to discuss the student's progress and any concerns – at least half-termly – to ensure the provision is achieving its objectives and that the child is attending regularly.

Documentation

Schools must maintain detailed records of the AP settings used, including:

- **Contracts:** Formal agreements with the AP provider outlining expectations and responsibilities.
- **Reports:** Regular reports on the student's progress and any issues encountered.

Monitoring and Evaluation of Alternative Provision

- **Regular Reviews**: Conduct regular reviews of students' progress and the effectiveness of the AP.
- **Feedback Mechanisms**: Gather feedback from students, parents, and staff to inform improvements.
- **Outcome Tracking**: Track academic, behavioural, and personal development outcomes to measure success.

Reintegration

- **Carefully planned:** Plans for reintegration back to the home school should be given as much care and attention as those for the initial induction.
- **Final report**: The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement. A final report should be produced in anticipation of the child returning to their home school.
- **Support**: When the placement is due to come to an end a discussion should take place between the home school, provider, child (if age appropriate), parent and any relevant external agencies to confirm reintegration arrangements and agree any additional support the child may need, and who will provide it, in order for their return to mainstream school to be a success.
- **Destinations:** If the placement does not end with reintegration into the school – e.g. when a child reaches the end of Y11 while still in alternative provision – the provider and home school, if appropriate, should have a plan in place to secure a successful destination into further education, training or employment

- **Appendix C – Equipment Mat**

