# Pontefract Region
# Behaviour and Relationships Policy

**PURPOSE**

Ark schools is committed to creating safe, nurturing and inclusive environments in which all pupils/students can thrive academically, socially and emotionally.

This Behaviour and Relationships policy sets out the expectations for behaviour, relationships, and conduct across all schools within the Pontefract region of Ark Schools.

| | | | |
|---|---|---|---|
| Date of last review: | July 2026 | Author: | Claire Hughes |
| Date of next review: | July 2027 | Owner: | Claire Hughes |
| Type of policy: | ☒ Set by Region | Approval: | Regional Management Team |
| Region: | Pontefract | Key Contact Name: | Lesley Irving |

**POSITIONING WITHIN ARK OPERATIONAL MODEL**

| Component | Element |
|---|---|
| ☐ Strategic Leadership & Planning<br>☐ Monitoring, Reporting & Data<br>☐ Governance & Accountabilities<br>☐ Teaching & Learning<br>☐ Curriculum & Assessment<br>☒ Culture, Ethos & Wellbeing<br>☐ Pathways & Enrichment<br>☐ Parents & Community<br>☐ Finance, IT & Estates<br>☐ Our People | Behaviour model |

# Contents


1. Introduction 3
2. Vision and Values 3
3. Policy Scope 4
4. Roles and responsibilities 4
5. Expectations of Staff 5
6. Expectations of Parents/Carers 6
7. Expectations of Pupils/Students 7
8. Conduct Outside of School 8
9. Recognition and Reward 8
10. Behaviour Management 9
11. Sanctions and Consequences 10
12. Detentions 10
13. Primary Schools: Consequence System 11
14. Secondary Schools: Consequence System 12
15. Secondary Schools: Report Card System 15
16. Secondary Schools: Internal Isolation 16
17. Internal Seclusion 16
18. Individual Behaviour Plans 16
19. Phased Re-Integration 17
20. Managed Moves and Off-Site Direction 17
21. Alternative Provision 18

22. Suspensions 18

23. Permanent Exclusion 19

24. Suspensions and Exclusion review panels 20

25. Independent Review Panel 21

26. Reintegration 22

27. Additional Support and Inclusivity 22

28. Use of Reasonable Force 24

29. Use of Screening, Searching and Confiscation 24

30. Use of Screening Wands (Hand-Held Metal Detectors) 25

31. Anti-Bullying 27

32. CCTV 27

33. Use of Mobile Phones, Smart Watches and Electronic Devices 27

34. Malicious Allegations 28

35. Police Involvement 28

36. Separation of pupils / students for safeguarding purposes 28

37. Policy Review 29

38. Policy Distribution 29

Appendix A: Phased Re-Integration Plan 30

Appendix B: The Use of Alternative Provision 31

Checklist: Start of Alternative Provision (AP) / Off site direction (Form 2) 39

Offsite direction / Alternative Provision Agreement (Form 3) 41

Appendix C: Alternative Provision: Quality Assurance Checklist 44

# 1. Introduction

Ark Schools (Pontefract Region) is committed to creating safe, nurturing, and inclusive learning environments in which all pupils/students can thrive academically, socially, and emotionally.

This policy sets out the region-wide expectations for behaviour, relationships, and conduct across all schools. We never apologise for having high standards in all that we do, and this includes pupil/student behaviour.

This policy has due regard to legislation, statutory guidance and accepted industry standards including but not limited to:

- The Education and Inspections Act 2006
- The Equality Act 2010
- Use of Reasonable Force in Schools 2026
- The Use of Mobile Phones in Schools 2026
- The Equality Act 2010 and Schools 2014
- The Children and Families Act 2014
- Supporting Pupils/students at school with Medical Conditions 2015
- The SEND Code of Practice 2015
- Behaviour in Schools 2024
- Searching, Screening and Confiscation Advice for Schools 2022
- Suspension and Permanent Exclusion Guidance 2026
- Keeping Children Safe in Education

The policy will also be implemented in accordance with the following policies:

- The school's Uniform Policy
- Attendance and Punctuality Policy
- Children with Health Needs who Cannot Attend School Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy

# 2. Vision and Values

Ark (Pontefract Region) has a mission to run top-quality, high achieving schools that give our children and young people the chance in life they deserve. Our vision is that every child and young person makes outstanding progress. Good behaviour is central to this vision and it is essential that each school manages behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive.

Being taught how to behave well and build positive relationships is vital for children to succeed personally and for them to successfully navigate the community they live in. Our schools use a range of actions and practices to achieve this, creating a positive culture. These include, but are not limited to:

- the curriculum,
- student assessment and feedback,
- tutor time,
- assemblies,
- student engagement/student voice,
- extra-curricular enrichment,
- pastoral support and guidance,
- individualised adjustments and inclusion,
- parental engagement, and
- appropriate multi-agency working for those students with the most challenging needs.

Ark (Pontefract Region) adopts a behaviour curriculum approach whereby expected behaviours are explicitly taught, modelled, practised and revisited over time. The 'behaviour curriculum' includes the explicit teaching of:

- Routines
- Expectations
- Conduct
- Respectful relationships

This is delivered via a variety of means including tutor /class time, assemblies and specific lessons.

## 3. Policy Scope

This policy applies to all schools within the Pontefract Region of Ark:

- Carleton High School, Green Lane, Pontefract WF8 3NW
- The King's School, Mill Hill Lane, Pontefract WF8 4JF
- Carleton Park Primary School, Moxon Close, Pontefract WF8 3PT
- The Rookeries Carleton Primary School, Carleton Road, Pontefract WF8 3NP
- De Lacy Primary School, Chequerfield Lane, Pontefract WF8 2TG
- Larks Hill Primary School, Larks Hill, Pontefract WF8 4RJ
- Orchard Head Primary School, Orchard Head Lane, Pontefract WF8 2NJ
- Halfpenny Lane Primary School, Halfpenny Lane, Pontefract WF8 4BW
- Northfield Primary School, Northfield Lane, Pontefract WF9 3LY

This policy applies to those involved with managing relationships and behaviour within the region's schools including:

- Teaching Staff
- Non-Teaching Staff
- Volunteers (including SPRB members)
- Pupils/Students
- Parents/Carers

## 4. Roles and responsibilities

To support our expectations of behaviour, we will:

- Encourage behaviour which supports the mission, vision and values of the Pontefract region's schools.
- Recognise, reward and celebrate good behaviour.
- Create environments where positive behaviours are more likely, by proactively supporting students to behave appropriately and addressing misbehaviour effectively.
- Employ a fair and consistent behaviour management system that is recognised by pupils/students, parents/carers and staff.
- To explicitly teach students what good behaviour looks like and provide additional support for some students to enable them to reach the expected standard of behaviour.

## 5. Expectations of Staff

All staff shall:

- Apply policy and procedures fairly and consistently.
- Teach and model expected behaviours and positive relationships, so that pupils/students can see examples of good habits and are confident to ask for help and support when needed.
- Constantly challenging students to meet the school's expectations and maintain the boundaries of appropriate conduct.
- Ensure that good pupil/student behaviours are recognised and praised.
- Consider the impact of their own behaviours on the school culture and how they can uphold the school's rules and expectations as a positive role model.

Some roles are key behavioural ambassadors with specific responsibilities. These include:

- The **Principal –** in leading the creation and reinforcement of the school culture, ensuring it permeates through every aspect of school life; overseeing the operational implementation the behaviour and relationships policy and procedures, ensuring that it is applied fairly and consistently. It is also the responsibility of the headteacher to ensure the health, safety and welfare of pupils/students and staff and for repeated or very serious acts of poor behaviour, the headteacher holds responsibility for making the decision to suspend or permanently exclude pupils/students.

- The **School Performance Review Board (SPRB) –** are responsible for challenging and supporting school leaders in their operational implementation of the behaviour and relationships policy and procedures. In addition to this, they will ensure that serious sanctions such as suspensions and permanent exclusions are used only as a last resort by sitting on permanent exclusion review panels.

- **Senior Leaders** – are responsible for supporting the headteacher in the promotion and operational implementation of the behaviour and relationships policy and procedures, ensuring that they are a visible presence around school and known to the pupils/students; actively seeking out pupils/students for praise and recognition, demonstrating a genuine care and respect for pupils/students to ensure the culture of the school promotes positive behaviour.

- The **Senior leader responsible for Pastoral Support/ behaviour –** is responsible for monitoring all aspects of the school's behaviour and relationships policy and its application, to promote equality for all pupils/students. They are also responsible for ensuring all staff receive appropriate training, including Early Career Teachers, so that they can meet their duties and functions within the behaviour and relationships policy and procedures.

- The **SENCo (Special Educational Needs Co-ordinator)** – is responsible for ensuring that all staff have adequate training and support on how certain special educational needs, disabilities or mental health may pupils/students' behaviour and provide provisions, adjustments and interventions to manage this.

- The **Student Liaison Officer (SLO)** – is responsible for maintaining the Trusts high expectations for behaviour by ensuring that each and every student gets the personal attention they need. This involves, liaising with parents, operating the behaviour management system including on call 'red cards', reports, detentions and being a key member of staff to ensure restorative meetings take place to support students to improve their behaviour.

- The **Year Leader** – is responsible for creating a year group team and identity where each student feels a sense of responsibility for helping and supporting others and promoting excellent performance.

- **Teachers –** are responsible for creating a classroom culture in which all pupils/students feel they belong and feel safe; an environment where positive relationships are established that allows all pupils/students to thrive as individuals and as learners. This requires building trust, establishing clear routines and boundaries with consistently high expectations.

- The **Learning Mentor** – is responsible for ensuring that each and every pupil/student gets the personal attention they need to ensure excellent standard of behaviour and great learning by creating a pastoral programme of care when adjustments are made.

## 6. Expectations of Parents/Carers

To support the school, parents/carers will be encouraged to get to know the behaviour and relationships policy. Parents/carers have an important role in supporting the school's policy and reinforcing it at home.

Parents/carers have a responsibility to inform the school of any changes in circumstances that may affect their child's behaviour, to discuss any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required.

It is expected that parents/carers will be a positive role model for their child/children, knowing and supporting the school by ensuring that their child is ready to learn. They can do this by, making sure that their child:

- Arrives on time and prepared to learn.
- Brings appropriate equipment such as PE kit, student planner, a suitable bag to carry books and any equipment needed during the school day.
- Is aware of the need to be polite, courteous, respectful to everyone on the school site, forging positive, supportive and respectful relationships with all staff.
- Is encouraged to want to learn and to meet high expectations.
- Wears the school uniform correctly. See your school's uniform policy for further details.

- Avoid bringing mobile phones, smart watches or other electronic devices into school wherever possible.

  **Primary schools:** pupils should only bring a mobile phone into school where this has been agreed in advance by the school, for example where a pupil walks home independently. Any approved device must be switched off before entering the school site and handed in to the designated member of staff or stored in the agreed location for the duration of the school day.

  **Secondary schools:** students may bring a mobile phone for travel to and from school; however, it must be switched off and remain out of sight at all times whilst on the school site. Mobile phones, smart watches and other electronic devices must not be used, seen or heard during the school day.

- Ensure the completion of school work to a high standard, including homework.

## 7. Expectations of Pupils/Students

Pupils/students are responsible for being excellent ambassadors of themselves, who learn from their mistakes and demonstrate outstanding behaviour which exemplifies the school's learning expectations and values.

To support this, all pupils/students will have a clear induction process that familiarises them with behaviour expectations. This induction will be repeated at the start of each academic year.

Ark (Pontefract Region) believes in doing common things uncommonly well. To ensure consistent application of its behaviour standards, it is expected that pupils/students will:

- Adhere to the school values
- Have the right equipment.
- Get to lessons on time and settle quickly and quietly so that no learning time is wasted.
- Respond promptly to instructions when asked the first time.
- Do homework well.
- Show good manners and always be polite when interacting with others.
- Take pride in the presentation of their work and uniform.
- Never shout out.
- Don't drop litter anywhere.
- Listen and respect the views of others, including those that are different to their own.
- Never make anyone feel unsafe (no foul language, no physical contact).
- Not use, access, charge or wear a mobile phone, smart watch, earbuds or any electronic communication device during the school day unless expressly authorised by a member of staff.

In primary settings the above is sectioned into:

**a) Be Prepared - ready to learn**

- Have the right equipment out ready.
- Go straight to the classroom after breaks/lunchtimes or any activity outside of the usual classroom

- Respond promptly to instructions when asked the first time.
- Do homework well.

**b) Be exemplary in the way they present themselves - manners, pride and kindness**

- Show good manners and always be polite when interacting with others.
- Take pride in the presentation of work and uniform.
- Never shout out.

**c) Be respectful – to others, to the environment and to myself**

- Don't drop litter anywhere.
- Listen and respect the views of others, including those that are different to their own.
- Never make anyone feel unsafe (no foul language, no physical contact).

## 8. Conduct Outside of School

Pupils/students are encouraged to wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the individual school or wider Trust. If a pupil/student is in uniform and on their way to or from school, or engaged in other activities off school premises, sanctions can be issued, and poor behaviour should be challenged.

Where poor behaviour occurs when a pupil/student is travelling to and from the school, the Trust reserves the right to issue a consequence, suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child to the police as soon as possible.

If a member of the public, school staff, parent/carer or pupil/student reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, the senior leader responsible for behaviour/ pastoral support must be informed. If they consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Safeguarding and Child Protection Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

## 9. Recognition and Reward

Acknowledging good behaviour encourages repetition and communicates the region's expectations and values to all pupils/students. Using rewards and positive recognition provides an opportunity for all staff to strengthen the school's culture and ethos. Every pupil/student is special, and we regularly identify, reward and celebrate their many successes.

These successes can be in any aspect of school life. They include rewards for regular attendance, outstanding achievements or displaying the school's values etc. Ark (Pontefract Region) encourages use of a wide range of rewards ranging from simply saying well done or phone call home to issuing certificates and prizes. Schools hold regular celebration assemblies and special events, such as the annual presentation evening, to celebrate the achievements of its pupils/students.

## 10. Behaviour Management

All teachers should use a variety of strategies for managing the behaviour of pupils/students. Teachers should refer to the 'Classroom Culture toolkit' and use the appropriate recommended strategies to de-escalate poor behaviour, to re-engage and to avoid disruption to pupils/students

own learning and that of others. The Trust operates a graduated response to behaviour, this focuses on the following:

prevention → early intervention → targeted support → sanction → reintegration.

The classroom culture toolkit techniques will be used to prevent pupils/students from entering the Consequences system and prevent escalation through the consequence system. The Consequences system is not an alternative to the techniques teachers use in their teaching and behaviour management.

Effective and efficient behaviour management should mean that the consequences system is not used significantly because pace, challenge and positive framing should sustain and enthuse pupils/students. If the consequence system has been used significantly in a lesson or with a particular class, the Trust encourages teachers to reflect on the following key questions:

- Have I used preventative strategies from the classroom culture toolkit? Have I been consistent with the consequence system?
- Have I planned for success to ensure I am meeting the academic needs of all pupils/students?
- Have I planned an objective-driven lesson and shared my learning objectives and outcomes with pupils/students?
- Am I using whole class and precise praise to reward pupils/students who are meeting my learning expectations?
- Is the work challenging and exciting enough to engage pupils/students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I used 'threshold' and greeted pupils/students at the door, making my high expectations clear at the beginning of the lesson?
- Is my seating plan, right?
- Have my instructions been clear?
- Have I made compliance visible?
- Are my systems and routines effective?

## 11. Sanctions and Consequences

Ark (Pontefract Region) acknowledges that pupils/students will not always behave perfectly, and the consequence system is designed to give pupils/students choices to correct their behaviour. Its principal role is to support learning by pupils/students being able to learn in a calm, orderly, safe environment where all pupils/students can thrive and make outstanding progress.

All teachers will use strategies that support pupils/students to adopt good behaviours that supports learning and builds strong relationships. If, despite these strategies, a pupil's behaviour does not meet the expectations of the teacher, the following system of consequences will be used:

## 12. Detentions

The school will determine what is inappropriate and unacceptable at all times. Under DfE guidelines, schools do not have to inform or require consent from a parent/carer for a pupil to complete a detention.

Within the detention, where appropriate, an opportunity for a restorative conversation will take place. The pupil should receive further guidance about what they did wrong, the impact of their actions, how they can do better in the future and what will happen if the behaviour fails to improve.

Pupils/students will be also offered support where necessary or given the opportunity to inform the member of pastoral staff of any perceived obstacles to improvement, such as their home circumstances.

### Primary schools

Schools will issue a 10-20-minute detention for a breach of the rules. Where possible, parents/carers will be notified on the same day as the detention. Detentions will take place at either break times or lunch times. Detentions will be recorded by school.

### Secondary schools

Schools will issue a 30-minute detention for a breach of the rules. Where possible, parents/carers will be notified in advance through the planner, phone call, MCAS, email or text. The half hour detention will take place during the next available session. 30-minute detentions start at 14.35 and finish at 15.05pm.

The school will issue a one-hour detention where a student accrues more than one 30-minute detention or fails to attend a 30-minute detention or for cases of lateness. The one-hour detention will take place during the next available session. Where possible, parents/carers will be notified in advance through the planner, text, phone call or email. One-hour detentions start at 14:35 and finish at 15:35pm.

The school will issue a 90-minute detention and an afternoon in RESET where a student fails to attend a 60-minute detention or for severe behaviour incidents at the discretion of the senior leadership team. This will take place during the next available session. Where possible,

parents/carers will be notified in advance through the planner, text, phone call or email. 90-minute detentions start at 14:35 and finish at 16:05pm.

Senior Leadership also reserve the right to issue a two-hour detention for severe incidents, repetitive breaches of the behaviour and relationships policy or where students have accumulated a large number of one-hour detentions. Parents/ carers will be notified via phone call. Two-hour detentions run from 14:35 – 16:35pm.

## 13. Primary Schools: Consequence System

| Consequence level | Description of behaviour | Action to be taken |
|---|---|---|
| C1 | Disruption to own or others learning- defiance, shouting out, refusal to work, inadequate work, distracting others, general repetition of poor learning behaviour choices. | • Pupil identified as having 'a chance to change' the behaviour pattern.<br>• No consequences. |
| C2 | Further disruption to own or others learning- defiance, shouting out, refusal to work, inadequate work. distracting others, general repetition of poor learning behaviour choices. | • Teacher records name on board.<br>• C2 Recorded on BROMCOM<br>• Expectations reminded in order to give the opportunity to realign the behaviour.<br>Weekly monitoring of C2 by class teacher. |
| C3 | Further disruption to own or others learning- defiance, shouting out, refusal to work, inadequate work. distracting others, general 'carrying on'.<br><br>Indirect foul/language/ swearing.<br><br>Damage to property (own, school and others).<br><br>Possessing, using, accessing, charging, wearing or activating a mobile phone, smart watch or other unauthorised smart device during the school day. | • Teacher records name on board.<br>• Teacher records C3 on BROMCOM.<br>• KS1 pupil receives a 10-minute detention at the next break with the class teacher.<br>• KS2 pupil receives a 15 minutes detention at the next break with the class teacher.<br>• Device confiscated.<br>• When appropriate, the teacher should make time for a pastoral discussion using restorative practice to ensure the pupil understands why they received the C3 and what they need to do in the future to improve their behaviour.<br>Class teacher informs the parent. |
| Red Card | Continued disruption after a C3.<br><br>Verbal/physical assault towards a peer or member of staff, damage to property, spitting.<br><br>A severe one-off incident of negative behaviour. | • Teacher records name on the board.<br>• Teacher records C4 on BROMCOM.<br>• Teacher/SLT informs parent.<br>• SLT/Learning Mentor to speak with the pupil in order to realign behaviours in class.<br>• Fighting to remove the pupil from the situation with a member of SLT.<br>• Pupil receives a 20-minute detention with a member of SLT.<br>• SLT to have a pastoral discussion using restorative techniques to ensure the pupil understands why they received the red card and what they need to do in the future to improve their behaviour before they return to lessons.<br>• Once restorative conversation has taken place, pupil to return to next lesson.<br>• If pupil does not meet expectations following sanctions additional time/removal from sessions may be required.<br>Where appropriate, the SLT will facilitate a restorative conversation with the teacher. |

| | | |
|---|---|---|
| Severe | The following are given as examples and is not an exhaustive list:<br><br>• Failure to meet expectation following detention,<br>• Failure to attend a detention,<br>• Persistent red cards,<br>• Violence, verbal abuse or assault,<br>• Possession of drugs/ alcohol,<br>• Damage to property or theft,<br>• Bullying,<br>• Child on child abuse,<br>• Fighting,<br>• Failure to comply with a reasonable request from SLT,<br>• Breaches to health and safety,<br>• Sexual misconduct.<br>• Using any electronic device to record, photograph, livestream or share images, video or audio of pupils, staff or visitors, with or without their knowledge. | The following actions will be considered:<br><br>• Extended detention with SLT,<br>• 1 or more sessions in an alternative classroom,<br>• Completing work with the SLT/Learning Mentor,<br>• SLT meeting with parents/carers,<br>• Referral to outside agencies,<br>• Multi agency assessment,<br>• Step out at another school,<br>• Offsite direction,<br>• Partial timetable,<br>• Alternative provision,<br>• Suspension,<br>• Inclusion panel,<br>• Permanent exclusion. |

The behaviour concerns listed in the matrix are not exhaustive. Any other behaviours which have a negative impact on learning or damage the reputation of the school or Trust will be sanctioned at a level which the school or Trust deems most appropriate.

## 14. Secondary Schools: Consequence System

| Consequence level | Description of behaviour | Action to be taken |
|---|---|---|
| C1<br>(0 behaviour points) | Disruption to own or others' learning - defiance, shouting out, refusal to work, inadequate work, distracting others, general 'carrying on'. | • Teacher records name on board.<br>• No consequences. |
| C2<br>(-1 behaviour point) | Further disruption to own or others' learning - defiance, shouting out, refusal to work, inadequate work. distracting others, general 'carrying on'. | • Teacher records name on board.<br>• Teacher records C2 on ClassCharts.<br>• Student Liaison Officer (SLO) analyses the number of C2s a student receives each week. If a student receives x4 C2s in a week, the SLO will issue a 30-minute detention. |
| C3<br>(-2 behaviour points) | Further disruption to own or others' learning - defiance, shouting out, refusal to work, inadequate work. distracting others, general 'carrying on'.<br><br>Indirect foul language/ swearing.<br><br>Possessing, using, accessing, charging, wearing or activating a mobile phone, smart watch or other unauthorised smart device during the school day. | • Teacher records name on board.<br>• Teacher records C3 on ClassCharts.<br>• Student receives 30-minute detention.<br>• Teacher records detention and reason in student's planner.<br>• Device confiscated.<br>• When appropriate, the teacher should make time for a pastoral discussion using restorative practice to ensure the pupil understands why they received the C3 and what they need to do in the future to improve their behaviour.<br>• If student does not attend 30-minute detention, the SLO will issue a 60-minute detention the following day. |
| Red Card<br>(-4 behaviour | Continued disruption after a C3 or a one-off severe incident of negative behaviour. | • Teacher sends Red Card Alert. |

| | | |
|---|---|---|
| points) | | • Teacher records Red Card on ClassCharts.<br>• Student receives 60-minute detention.<br>• RESET Manager records detention and reason in student's planner.<br>• SLO collects student from classroom.<br>• student is removed to the reset room.<br>• Student completes reflection form to support them identify where their behaviour was inconsistent/ inappropriate.<br>• SLO to have a pastoral discussion using restorative techniques to ensure the pupil understands why they received the Red Card and what they need to do in the future to improve their behaviour before they return to lessons.<br>• Once restorative conversation has taken place, student to return to next lesson.<br>• If student does not meet expectations in the reset room, extra time maybe added.<br>• Where appropriate, the SLO will facilitate a restorative conversation with the teacher, especially when there has been multiple Red Cards from the same teacher.<br>• If student does not attend 60-minute detention, the SLO will issue a 60-minute detention and P4, P5 and lunch in RESET the following day. |
| Homework (0 behaviour points) | Student does not complete homework/appropriate standard. | • Teachers to give students one opportunity per term to have a deadline extended*.<br>• Any other occasions, teacher to record on ClassCharts and issue 30-minute detention.<br>• Teacher records detention and reason in student's planner.<br>• *If homework has been a regular concern in any previous term, Teachers reserve the right to give students a detention in any new term and not give them the opportunity to have a deadline extended.<br>• Teachers record all homework on Satchel one so students have clear expectations of what homework is set and the deadline. |
| Equipment (0 behaviour points) | Student does not have one of the following items: black pen, purple pen, pencil, ruler.<br><br>Student planner has graffiti. | • Form Tutor checks equipment daily.<br>• Form Tutor records equipment log on ClassCharts.<br>• SLO analyses the number of equipment logs each week. If a student receives x2 equipment logs in a week, the SLO will issue a 30-minute detention.<br>• Form Tutor to alert SLO if a student does not have a planner/the planner is graffitied. |
| No Planner (0 behaviour points) | Student does not have planner. | • Form Tutor checks planner daily.<br>• Form Tutor records 'No Planner' on ClassCharts.<br>• Student receives 30-minute detention.<br>• Form Tutor records detention and reason in student's planner.<br>• **If a student is late to school an SLO will check if the student has a planner and will issue a 30-minute detention as outlined above in the absence of a Form Tutor.* |
| Chewing Gum | Student caught chewing gum in or out of | • Teacher records 'Chewing Gum' on |

| | | |
|---|---|---|
| (0 behaviour points) | lesson. | ClassCharts.<br>• Student receives 30-minute detention.<br>• Teacher records detention and reason in student's planner. |
| PE Kit (0 behaviour points) | Student forgets to bring PE kit and refuses to borrow kit to partake in their PE lesson | • Teacher records 'PE kit' on ClassCharts.<br>• Student receives 3e0-minute detention.<br>• Teacher records detention and reason in student's planner.<br>• Teacher will also send an alert through ClassCharts and the student will be collected by an SLO and work in RESET for the lesson. |
| Poor behaviour on corridors/social times (-1 behaviour points) | Physical contact, out of bounds area, any behaviours that an SLO/SLT deems to be inappropriate/ unsafe. | • SLO/SLT to record on ClassCharts.<br>• Student receives 30-minute detention.<br>• SLO/SLT to record detention and reason for detention in student's planner. |
| Late to School (0 behaviour points) | Student arrives late to school. | • Students given one warning per term (Autumn, Spring, Summer). Late to school recorded on ClassCharts, no detention issued.<br>• Student given a 30-minute detention for 2nd Late per term (Autumn, Spring, Summer). Late to school recorded on ClassCharts, 30-minute detention.<br>• Student given a 60-minute detention for 3rd late and any other occasions of lateness within the term (Autumn, Spring, Summer). Late to school recorded on ClassCharts, 60-minute detention issued. |
| Severe (Severe level sanctions can only be determined by the Senior Leadership Team) | The following are given as examples and is not an exhaustive list:<br>• Failure to meet expectations in the reset room.<br>• Failure to attend a 1-hour detention.<br>• Failure to borrow uniform due to wearing incorrect items.<br>• Persistent red cards.<br>• Violence, verbal abuse or assault.<br>• Possession of drugs/alcohol.<br>• Damage to property or theft.<br>• Bullying, racism, misogyny, misandry, online harms, harmful ideologies, consent / relationships language<br>• Child on child abuse.<br>• Fighting.<br>• Failure to comply with a reasonable request from SLT.<br>• Breaches to health and safety.<br>• Sexual misconduct.<br>• Smoking/ Vaping.<br>• Truancy.<br>• Significant Lateness to School.<br>• Using any electronic device to record, photograph, livestream or share images, video or audio of pupils, staff or visitors, with or without their knowledge.<br>• Taking covert images, audio or video recordings of staff or pupils. | The following actions will be considered:<br><br>**Potential consequences**<br>• One-hour detention.<br>• 90-minute detention<br>• Two-hour SLT detention.<br>• 1-5 periods in the reset room dependent on the severity of the behaviour.<br>• Suspension.<br>• Permanent exclusion.<br><br>**Potential support**<br>• EWO (Education Welfare Officer)/SLO/SLT meeting with parents/carers.<br>• Referral to outside agencies.<br>• Referral to Social Care Direct.<br>• Multi agency assessment.<br>• Step out at another school.<br>• Offsite direction<br>• Alternative provision.<br>• Inclusion panel. |

The behaviour concerns listed in the matrix are not exhaustive. Any other behaviours which have a negative impact on learning or damage the reputation of the school or Trust will be sanctioned at a level which the school or Trust deems most appropriate

## 15. Secondary Schools: Report Card System

| Report | Trigger | Actions to be taken |
|---|---|---|
| Form Tutor Report (green) | 15+ behaviour points | • Letter to be sent to parent/carer.<br>• Form Tutor to have a daily check in with student and check report.<br>• 30-minute detention can be set once a week at the discretion of the form tutor.<br>• If student completes a week of 'zeros' on report. Form tutor to make phone call home to parent/carer and student to be taken off report. |
| SLO Report (yellow) | 30+ behaviour points | • SLO to have telephone conversation with parent/carer prior to the report being issued.<br>• SLO to have a daily check in with student and check report.<br>• 30-minute detention can be set daily at the discretion of the SLO for any student who doesn't get their report signed, student receiving three or more C3s/red cards in a week.<br>• SLO to arrange meeting with parent/carer if they believe the students behaviour is not improving and their behaviour<br>• may escalate to the next report level.<br>• If student completes a week of 'zeros' on report. SLO to make phone call home to parent/ carer and student to be taken off report. |
| SLT Report (red) | 55+ behaviour points | • SLT to arrange meeting with parent/ carer prior to the report being issued. If parent/ carer cannot make a meeting discuss over the phone.<br>• SLT to have a daily check in with student and check report.<br>• One-hour detention can be set daily at the discretion of SLT for any student who doesn't get their report signed, student receiving three or more C3s/red cards.<br>• 2-hour detention can be used at the discretion of the SLT member.<br>• SLT to explore other actions listed in the 'severe' behaviour matrix if there is no improvement in a student's behaviour.<br>• If student completes a week of 'zeros' on report. SLT to make phone call home to parent/carer and student to be taken off report.<br>• If student receives three or more C3s or a red card, student will go back onto SLT report and stay on the report until the<br>• end of the term. |

At the end of each term all students will be taken off report.

## 16. Secondary Schools: Internal Isolation

Internal isolation (the reset provision) is considered to be a serious sanction and will only be used when necessary for a limited time. If a student spends time in the reset room, a member of the pastoral team will facilitate a restorative conversation and facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to avoid such behaviours in the future. Internal isolation is a supervised, time limited placement within school which maintains access to learning and supports reflection and reintegration. It is not seclusion.

The reset room may be used for the following reasons:

- A student receives a red card and has been removed from a classroom for persistent or serious disruption or defiance following all other behaviour strategies in the classroom being attempted.
- During an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and or a decision on next steps.
- For a period of reflection following a persistent breach of the detention and/or reporting system.
- For a period of reflection following a severe misbehaviour/incident.

Whilst in the reset room the student will wherever possible, follow their normal timetabled curriculum.

Should the student fail to comply with expectations in the reset room they may have additional time added to the sanction or in extreme cases, they may receive a suspension.

The school will consider additional approaches to support students who are frequently removed from lessons such as meetings with SLO/SLT, referrals to EPS, consider if any learning assessments need to take place in order to evaluate if the student has any additional needs etc.

The use of the internal isolation (reset provision) from the school community is the preferred alternative to any suspension.

## 17. Internal Seclusion

There are rare occasions that internal seclusion will need to be used. This should only be used as a safety measure, to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. This should be in an environment that is safe, supervised and not threatening to the pupil or student. This will not be used by staff through the consequence system.

## 18. Individual Behaviour Plans

When a pupil/student displays a pattern of negative behaviours that are a cause for concern, they may, with consultation with the SENCo/Inclusion Leader/Principal, be placed on an individual behaviour plan.

This is an opportunity to ensure that adjustments are in place in order to support pupils/students that may have difficulties to access the curriculum and regulate.

Behaviour plans will be written alongside professionals such as Educational Psychology Services and are bespoke and personalised to the child, a One Page Profile may also be used (See SEND policy).

## 19. Phased Re-Integration

As an alternative to suspensions the Principal may, in limited circumstances, make use of a phased reintegration to support a pupil/student. These must only be in place for a maximum of six weeks with clear targets to success. All phased reintegration must be submitted to the local authority with an agreed plan of re integration that includes review points (See Appendix A).

In exceptional circumstances with consultation from partner agencies and professionals a phased re integration may be extended to ensure the best outcomes for the pupil/student for success. This must be agreed by all parties including parents/carers.

Phased Integration plans must be agreed by a member of the SLT with responsibility for Inclusion / Principal.

## 20. Managed Moves and Off-Site Direction

A managed move (permanent measure) will be considered for a pupil/student at risk of permanent exclusion with reference to the DFE guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

A managed move involves the transfer of a pupil/student who may be at risk of permanent exclusion to another school. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Any managed move, including in-year admissions, will comply with the School Admissions Code and the School Attendance (Pupil Registration) (England) Regulations 2024, unless the pupil/student has an EHCP. Places must be allocated in line with the receiving school's published oversubscription criteria, and managed moves are separate from the Fair Access Protocol, which applies only to pupils who meet the prescribed statutory categories.

Off-site direction (a temporary measure) is a short-term strategy led by the principal, in agreement with an alternative provision or another mainstream school, aimed at improving a pupil/student's future behaviour as part of the school's behaviour management plan. It is not voluntary, and the school is not required to seek parental permission.

Off-site direction should only be used where interventions or targeted support have not been successful in improving a pupil/student's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school and written confirmation should be sent to parents no later than two school days before the placement.

As part of planning for off-site direction, alternative options should be considered once the time limit for off-site placement has been reached. These options may include a managed move on a permanent basis, particularly if the pupil/student is currently placed in a mainstream school, following a review of the time-limited off-site placement.

## 21. Alternative Provision

Where a pupil/student's behaviour leads to consideration of a placement in Alternative Provision (AP), the school maintains clear responsibilities to ensure the pupil/student remains safe, engaged in learning, and supported in line with the Safeguarding and Child Protection Policy:

Before commissioning AP, the school must assess the quality, safety, and safeguarding arrangements of the provider. This includes reviewing their safeguarding policies and safer recruitment practices. The school remains responsible for the safeguarding of any pupil/student placed in AP, and must maintain regular contact with the provider, the pupil, and their family.

A named member of staff will monitor the pupil/student's progress, attendance, wellbeing, and the suitability of the placement, in collaboration with the AP provider.

Individual risk assessments will be completed prior to placement in AP and reviewed regularly.

The school must plan for ongoing inclusion and, where appropriate, reintegration into mainstream education, ensuring pupils/students are not marginalised or left unsupported.

All decisions around behaviour interventions, including use of AP or sanctions such as suspension, are made with due regard to the pupil/student's rights, needs, and best interests, and in consultation with parents/carers and relevant professionals.

## 22. Suspensions

The school will use Fixed Term Suspensions when pupil/student behaviour seriously and negatively impacts on the learning and/or safety of pupils/students. Fixed Term Suspensions will also be used when the good order of the school/Trust is threatened and/or pupil/student behaviour could potentially damage the reputation of the school/Trust.

The Principal may suspend for the following reasons:

- Serious breaches of rules.
- Repeated breaches of rules.
- Refusal to engage with inclusion/internal support.
- Repeated disruption whilst in inclusion/internal support.
- Failure to comply with a reasonable request from the Principal.
- Failure to meet expectations in the reflection room.
- Persistent or serious breaches of health and safety rules.
- Persistent or serious verbal abuse of staff, other adults or pupils/students.
- Possession of drugs and/or alcohol related offences.
- Persistent Red Cards.
- Persistent or serious wilful damage to property.
- Persistent or serious bullying.
- Sexual misconduct (including up skirting which will be considered a serious and deliberate breach of the policy).
- Child on child abuse.
- Theft.
- Making a serious false allegation against a member of staff.
- Persistent or serious behaviour which calls into question the good name of the individual school or Trust.

- Persistent defiance or disruption.
- Assaults or fighting.
- Incidents of bullying, online harm, harmful ideologies, misogyny and misandry
- Other serious breaches of rules.

Before issuing a suspension, the school will:

- Consider whether additional support or reasonable adjustments have been explored.
- Consider whether behaviour is linked to safeguarding, SEND or mental health needs.
- Evidence prior interventions.
- Record the rationale for the decision.

All decisions to suspend are serious and only taken as a last resort. -

When a Principal suspends a pupil/student they will, without delay, notify parents. If a pupil/student has a social worker, or if a pupil/student is looked-after, the headteacher will also without delay after their decision, notify the social worker and/or VSH, as applicable.

The length of any suspension is at the Principal 's discretion, and the length of exclusions may increase, over time, to reflect the continuing failure of a pupil to adhere to rules.

No pupil/student will receive greater than 45 days' suspension in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that a Principal also retains the right to permanently exclude a pupil/student for persistent disruption and defiance even if they have not reached 45 days.

Ark (Pontefract Region) is keen to ensure a balance is met, between the use of Fixed Term suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Suspension period of five days for any single incident.

Whilst a suspension may still be an appropriate sanction, the Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil/student has suffered bereavement, mental health issues or has been subject to bullying or provocation.

## 23. Permanent Exclusion

Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the Principal must seek advice and guidance from the Regional Management Team.

A decision to exclude a pupil permanently should **only** be taken *'In response to serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils/students or others in school'* –and *"All exclusion decisions will demonstrate compliance with the Equality Act 2010, including consideration of reasonable adjustments for disabled pupils."*

The Principal will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These circumstances might include:

- Serious actual or threatened physical assault against another pupil/student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Potentially placing pupils/students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.
The Principal may also permanently exclude a pupil/student for:

- Individual circumstances as described above; or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Any serious incident which the school deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

## 24. Suspensions and Exclusion review panels

All Ark (Pontefract Region) schools are supported and challenged by School Performance Review Boards (SPRBs). Their primary function is to ensure that leaders in the schools are held accountable, in general terms, but also how we deal with behaviour.

In line with DfE Guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', a meeting of the SPRB must be convened by the Clerk when:

- a pupil/student has received over 15 days' suspension in one term.
- recommendation of permanent exclusion is made by the headteacher for a one-off incident, or through the Consequences system.
- it would result in the pupil/student missing a public examination or national curriculum test.

Suspension review panels will consist of at **least two members** from the SPRB, or, where necessary, other voluntary members of the Trust's Governance structure, who can hear the case impartially. If a two-member panel cannot reach a unanimous decision, the meeting must be rescheduled and reconvened with a three-member panel.

Permanent exclusion review panels **will comprise three members** of the SPRB, or, where

necessary, other voluntary members of the Trust's Governance structure, who can hear the case impartially.

Ark (Pontefract Region) will make every effort to appoint non-staff SPRB members to suspension and exclusion panels. Where this is not possible, staff SPRB members will be selected from other schools within the region, with special attention given to avoiding conflicts of interest.

If any panel member has a connection with the pupil/student, knowledge of, or other connection to the incident that led to the exclusion which could represent a conflict of interest, which could affect their ability to act impartially, they should step down.

The SPRB can uphold an exclusion or direct the pupil/student's reinstatement, either immediately or on a particular date.

The meeting must be convened before 15th school day after the date of receipt of notice to consider the exclusion.

The Clerk will circulate the paperwork for the SPRB meeting to all parties invited to attend at least 5 days in advance of the meeting, where practicable.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible prior to the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Principal and a member of the Senior Leadership Team will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting, however they are only permitted to make representations to the panel with the panel's express permission.

Within one school day of the meeting, a letter will be sent detailing the decision of the SPRB. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority.

The parent/carer has 15 school days after the day on which notice in writing was given of the SPRB, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

Where the SPRB declines to reinstate, they will draw the attention of parents/ carers to relevant sources of free and impartial information on whether to and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal claims of discrimination.

## 25. Independent Review Panel

The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the SPRB declining to reinstate following a permanent exclusion.

Parents/carers will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.

The legal time frame for an application to the Independent Review Panel is set out in the DfE guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

## 26. Reintegration

Re-integration meetings are held between a member of Senior Leadership Team (SLT), the pupil/student and the parent/carer when a pupil/student returns from a suspension. At the meeting, the pupil/student's behaviour will be discussed, and an individual reintegration plan (IRP) will be created. Targets from the plan will be emailed to staff.

Parents/carers are responsible for their child's behaviour, and it is important that they attend the meeting and explain how they intend to address their child's behaviour.

## 27. Additional Support and Inclusivity

Ark (Pontefract Region)'s ambition is for all pupils/students to progress on their journey to developing into the best version of themselves. To support them with this, there is a team of people available to care for them in each individual school, including:

- A dedicated form tutor who they will see daily.
- Pupil/Student Liaison Officers.
- Safeguarding and Inclusion Officers.
- Year Leader.
- SENCo.
- Class teachers, leaders and other support staff.

Ark (Pontefract Region) is mindful that behaviour can be indicative of an un-met need or underlying abuse. Staff are trained to look out for changes in behaviour which could include:

- A pupil/student who is withdrawn and unable to make friends.
- A pupil/student who is unable to concentrate in class.
- A pupil/student who may display disruptive, aggressive and/or dysregulated behaviour.

In such cases, any emotional/behavioural difficulties will be determined through a restorative meeting with the child's SLO. Pupils/students will be given the opportunity to express their thoughts and feelings. The school may take the decision to refer to an outside agency for additional support where this is needed. Any necessary action will be taken in line with the Safeguarding and Child Protection Policy.

Ark (Pontefract Region) aims to create a fully inclusive behaviour management approach and as such we recognise and understand that there are some children who have very specific difficulties with behaviour and regulation due to variety of needs and external factors as a result of:

- Trauma and Adverse Childhood Experiences (ACEs).
- Special Educational Needs and Disabilities (SEND) / Social Emotional Mental Health Needs (SEMH).

Staff are trained to support pupils/students with SEMH, SEND or suffer from ACE. If a pupil/student displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND policy should be followed.

Ark (Pontefract Region) also recognises that in line with the requirements of the Equality Act 2010, Children's and families act 2014 and the SEND code of practice 2015, some pupils/students may

need a personalised approach and reasonable adjustments sometimes need to be made. When this is the case the Trust and its schools will work closely with the SENCo, pupil and parents/carers, seeking expert advice from outside agencies such as Educational Psychologists, CAMHS and other partners in order to meet every child's individual needs in an effective and suitable way.

The following examples of personalisation and adjustments may vary dependent on school context and will be implemented alongside and with the support and advice of external agencies where necessary. Interventions that are used within the region are tailored, appropriate, reviewed regularly and have a strong emphasis on de-escalation. This list is not exhaustive:

| Wave One | Wave Two | Wave Three |
|---|---|---|
| • Transition support<br>• In class group work for core/curricular subjects<br>• SENCO advice regarding QFT adaptations<br>• Personalised resources<br>• Seating plan<br>• Additional adult whole class support<br>• Visual timetable<br>• Short breaks<br>• Subtle reminders<br>• Managed sensory stimulation<br>• Adapted learning materials<br>• Access to extra-curricular activities<br>• Positive framing<br>• Peer mentoring<br>• Short instructional tasks<br>• Repetition<br>• Parental meetings<br>• 1-1 restorative meetings | • OPP / MSP Targets<br>• One Page Profile<br>• Personalised transition arrangements<br>• Pastoral group work (e.g. ELSA)<br>• Education psychology group work<br>• Additional adult in class group support<br>• Access arrangements<br>• SENCO support<br>• Future in mind support/in school CAMHS team<br>• Peer/adult mentor<br>• Social skills group work<br>• Social stories<br>• Positive reward chart<br>• Socially speaking<br>• Lego therapy<br>• Musical interaction<br>• Thrive group work<br>• Resilience based intervention<br>• 'Calm Space'<br>• Wellbeing walks<br>• Time Out Pass | • OPP/MSP/EHCP<br>• Personalised access to pastoral support<br>• Early help worker support/ social worker<br>• Individual behaviour plan<br>• Risk assessment<br>• In class support<br>• Lunchtime support<br>• In class personalisation<br>• Personalised timetable<br>• Access arrangements<br>• Support plan from EPS/WIESENDS/CAMHS<br>• Outreach PRU support<br>• Inclusion panel support/ intervention<br>• BEAM<br>• Youth offending team<br>• Police liaison office<br>• School exclusion team<br>• Drawing/talking<br>• Sensory breaks<br>• Thrive 1:1<br>• Picture exchange system (PECS)<br>• Now/next boards<br>• Choice boards<br>• Widget communication<br>• 5pt scale<br>• Task trays/task planner<br>• Workstation<br>• Timers<br>• Sensory aids |

## 28. Use of Reasonable Force

In some cases, it may be necessary for members of staff to use reasonable force and all have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit. Please refer to the **DfE guidance 'Use of Reasonable Force / Restrictive Interventions'**. Whenever a member of staff uses reasonable force, this must be recorded using the proforma on CPOMS, and the parent/carer must be informed, except where it would cause a risk of harm.

Reasonable force will only be used as a last resort where there is a risk of harm. Staff must use the minimum force necessary for the shortest time possible.

All incidents involving reasonable force or restrictive intervention will be recorded, reviewed by senior leaders, and communicated to parents in line with statutory guidance.

Ark (Pontefract Region) recognises that children with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. In conjunction with the Special Educational Needs and Disability Policy we are committed to understanding the underlaying triggers to challenging behaviours in the first instance in order to provide support, and reduce the need for reasonable force.

## 29. Use of Screening, Searching and Confiscation

The Trust pays due regard to **DfE guidance on Searching, Screening and Confiscation**. In addition, school staff can seize any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider may be used to cause disruption or be harmful or detrimental to other school users. These items include, but are not limited to the following:

- Knives or other weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and vapes.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Electronic equipment (including mobile phones and smart watches), jewellery.
- Other expensive items.

The Trust's general power to discipline, as set out in **Section 91 of The Education and Inspections Act 2006**, enables a member of staff to confiscate, retain or dispose of a pupil/student's property as a disciplinary penalty, where reasonable to do so. The headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

Where a person conducting a search finds items that present any risk of harm (e.g. **alcohol**, **fireworks, cigarettes, vapes**) they will not be returned to pupils/students regardless of timing or

circumstances. Where they find **weapons and knives and extreme pornography** or **controlled drugs**, these must be delivered to the police.

Where they find other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be a 'controlled drug', they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner.

**Jewellery** will be confiscated. The first time it is confiscated a pupil/student will be permitted to collect it at the end of the school day. In cases of subsequent instances in a term, parents/carers will be required to pick up the item at their earliest convenience.

## 30. Use of Screening Wands (Hand-Held Metal Detectors)

Ark (Pontefract Region) permits the use of **hand-held screening wands (metal detectors)** as part of its commitment to maintaining **safe, calm and orderly school environments**, in line with the Trust's safeguarding responsibilities and the Department for Education guidance **Searching, Screening and Confiscation**.

Screening wands are a **preventative and non-intrusive measure** and do not involve physical contact with pupils/students.

### Purpose of Screening

Screening wands may be used to:

- deter and prevent pupils/students from bringing **prohibited or dangerous items** onto the school site;
- support safeguarding and reduce the risk of serious harm;
- promote a safe learning environment for pupils/students, staff and visitors.

### When Screening Wands May Be Used

Screening wands may be used:

- as part of **routine or random screening** arrangements;
- where a **risk assessment** identifies the need for screening;
- where there are **reasonable grounds** to suspect a pupil/student may be carrying a prohibited item;
- on entry to school, during specific events, or as part of targeted safeguarding measures.

Screening may be conducted **without the consent** of the pupil/student.

### Authorisation and Supervision

- Screening wands may only be used by **trained members of staff** authorised by the **Principal or Senior Leadership Team (SLT)**.
- Staff will act **professionally, calmly and respectfully**, maintaining the dignity of the pupil/student at all times.
- Where reasonably practicable, another member of staff (e.g. SLT or SLO) will be present.

### Conduct During Screening

When screening takes place:

- pupils/students will be informed of the process and expectations;
- screening will take place **over clothing only**;
- staff will avoid unnecessary distress, embarrassment or confrontation;
- screening will be carried out in a **visible and appropriate location** within the school.

### Activation of a Screening Wand

If a screening wand indicates the possible presence of a prohibited item:

- the pupil/student will be asked to **voluntarily hand over the item**;
- if required, a **search may be conducted** in line with statutory search powers and Trust procedures;
- searches will normally be carried out by a member of staff of the **same sex**, with a witness present, unless a risk assessment indicates that immediate action is required to prevent harm.

### Refusal to Cooperate

If a pupil/student refuses to cooperate with screening:

- this may be treated as a **behavioural matter** and addressed in line with the Behaviour and Relationships Policy;
- where safeguarding or safety concerns are present, the school may take further action, including removal to RESET, contacting parents/carers, or involving external agencies where appropriate.

### SEND, Equality and Safeguarding Considerations

- The Trust will have **due regard to the Equality Act 2010** at all times.
- **Reasonable adjustments** will be made for pupils/students with SEND, medical needs, or sensory sensitivities.
- Screening will not be used in a discriminatory manner or to disproportionately target any group.

### Recording and Monitoring

- Any screening incident which results in a search, confiscation, sanction, or safeguarding concern will be **recorded on CPOMS**.
- The use of screening wands will be **monitored and reviewed by SLT** to ensure that it remains proportionate, appropriate and in line with statutory guidance.

## 31. Anti-Bullying

All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Ark (Pontefract Region) actively challenges harmful behaviours including sexual harassment, misogyny, online abuse and discriminatory language.

The Anti-Bullying Policy is available on school websites.

## 32. CCTV

CCTV is in operation in school for safeguarding purposes and to maintain discipline and support the school in managing behaviour.

## 33. Use of Mobile Phones, Smart Watches and Electronic Devices

Ark (Pontefract Region) schools are mobile phone-free environments. In line with Department for Education statutory guidance, the use of mobile phones and other smart technology is prohibited throughout the school day.

This prohibition applies:

- During lessons.
- Between lessons.
- During breaktimes and lunchtime.
- Whilst attending enrichment activities.
- During any school-organised activity or trip, unless specifically authorised by staff.

For the purpose of this policy, electronic devices include, but are not limited to:

- Mobile phones.
- Smart watches.
- Earbuds and headphones connected to smart devices.
- Tablets with communication capability.
- Any device capable of recording audio, images or video, receiving messages or accessing the internet.

If a pupil brings a device onto the school site, it must remain switched off and out of sight for the entirety of the school day unless an authorised member of staff directs otherwise.

**Primary schools**

Pupils should not routinely bring mobile phones into school. Mobile phones will only be permitted where prior agreement has been granted by the school. Where such agreement exists, the device must be switched off before entering the school site and handed in or stored in the agreed location until the end of the school day.

**Secondary schools**

Students may bring mobile phones onto the school site for the purposes of travelling to and from school. Phones must remain switched off and out of sight throughout the school day. Students will not normally be required to hand devices in at the start of the day unless directed by the school as part of an individual behaviour, safeguarding or pastoral arrangement.

To maintain a calm, safe and distraction-free learning environment, any mobile phone or device that is seen or heard will be confiscated and a sanction will be issued in line with the school's consequence system.

The unauthorised recording, photographing, livestreaming or distribution of images, video or audio involving pupils, staff or visitors will be treated as a serious behavioural and safeguarding matter and may result in suspension, referral to external agencies or permanent exclusion in the most serious cases.

Where there are persistent issues involving mobile phones, individual schools reserve the right to mandate that a student hands their phone in at the start of the day. In these instances the device will always be returned to the student at the end of the day.

Ark (Pontefract Region) recognises that as part of a care plan or other specific SEND need, the use of an electronic device may be permitted – for example for a medical need such as monitoring diabetes via a mobile device. This will have been agreed upon prior and be in place via a medical or equivalent plan.

## 34. Malicious Allegations

Where a pupil/student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or a designated member of the Senior Leadership Team will meet with staff, parents/carers and pupils/students involved to consider appropriate sanctions.

Making false allegations is very serious and may lead to a pupil/student being suspended or permanently excluded from the school.

## 35. Police Involvement

Ark (Pontefract Region) will involve the police in all matters where criminal activity has taken place or is suspected of having taken place.

In addition, the region will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.

A pupil/family have the right to contact the police if they feel that a criminal offence has been committed.

## 36. Separation of pupils / students for safeguarding purposes

At Ark (Pontefract Region), there may be exceptional circumstances where it is necessary to **separate a pupil/student from others for safeguarding purposes**. This action is taken **to reduce immediate risk and protect the safety and welfare of pupils/students and staff** and is **not a sanction**.

Safeguarding separation may be used where:

- there is an **immediate risk of harm** to the pupil/student or others;
- an allegation or safeguarding concern requires **assessment or investigation**;
- a pupil/student is experiencing significant emotional or behavioural dysregulation and requires a **safe, supervised space**.

### Recording and Safeguarding Oversight

- All safeguarding separations, and any associated use of reasonable force, will be **recorded on CPOMS**.
- Actions will be managed in line with the **Safeguarding and Child Protection Policy**.
- Where appropriate, parents/carers will be informed, and further safeguarding action will be taken.

## 37. Policy Review

The **Regional Head of Pastoral and Inclusion**, alongside the **Executive Principals**, are responsible for ensuring this policy is kept up to date.

The **Regional Management Team** will review and approve this policy **annually**.

This policy was last reviewed on **17/06/2026**.

Ark (Pontefract Region) reserves the right to amend the policy at any time.

If you have any comments or questions regarding this policy, or spot any errors, please email PHQ.Clerk@arkonline.org.

## 38. Policy Distribution

This policy will be made available via:

- School Websites
- The Compliance Library

## Appendix A: Phased Re-Integration Plan

Student Name

Year Group

Re Integration Targets

1.

2.

3.

| WC - Date | Timetable Arrangement | |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| REVIEW DATE - | | |
| 4. | | |
| 5. | | |
| 6. | | |
| REVIEW DATE | | |

*Once completed this document must be agreed and shared with all parties including parents and submitted to the local authority.*

# Appendix B: The Use of Alternative Provision

### Purpose of Alternative Provision

- Each school recognises that all pupils are individuals with different strengths and areas to develop. This might mean that there are times where a slightly different approach or break in a cycle is required.
- Alternative provision focusses on ensuring pupils continue to receive a high-quality education whilst their needs are being addressed and offers a variety of alternative curriculum provision to support pupil's wider development.

Each school may arrange alternative provision for pupils for several reasons including, but not limited to the following:

- To encourage the inclusion of pupils who have had one or more fixed period suspensions, or who are at risk of permanent exclusion.
- To ensure pupils are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equip them with skills and experience that will benefit them later in life.
- To further personalise the curriculum for some pupils, where there is a need.
- To meet the needs of pupils who struggle to meet the academic and social demands of mainstream education expectations.
- To meet the needs of pupils who, because of illness or other reasons, including social emotional and mental health (SEMH) needs, would not receive suitable education.
- To negate any damage caused by negative experiences a pupil may have had in subject areas they cannot access.
- To ensure all pupils who have alternative provision have a positive experience in education suited to their needs.

The information outlined in this document is based on statutory guidance and provides a set of guiding principles that the school will follow to ensure that children and young people benefit from high quality provision, which is safe, secure and appropriate to their individual needs.

### What is off-site direction?

- An off-site direction can be used by the school as part of a behaviour support package.
- An off-site direction should be time limited. Pupils may be directed to attend either an alternative provision provider or another mainstream school.
- An off-site direction requires a pupil to attend another educational setting to improve their behaviour.
- An off-site direction may be used when interventions and targeted support have not been successful in improving a pupil's behaviour.

If a pupil is required to attend alternative provision, a written notice to attend alternative provision should be issues by the Headteacher or someone acting under delegated authority. This would form

part of the Academies Funding Agreement e.g. Provide a full-time education or make arrangements for alternative provision.

Where a Headteacher chooses to direct a pupil to off-site alternative provision the following must be provided in the form of a written notice to the parent, this should include:

- An explanation with the reason for the direction
- Starting location and the duration
- A description on how it will be reviewed and when this will take place

### What is alternative provision?

- Alternative provision can be defined as something in which a pupil participates as part of their regular timetable and not always led by school staff.
- The school will use such provision to try to prevent suspension and or permanent exclusions, or to re-engage pupils in their education.

### Commissioning of alternative provision or placement at a mainstream school

The school will carefully consider what providers are available that can meet the needs of our pupils, including, the quality and safety of the provision, costs and value for money.

A personalised plan for intervention **(Form 2)** will be prepared by the school setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress. Plans will be linked to other relevant information or activities such as EHCPs for children with SEND.

The school will maintain on-going contact with the provider and pupil via the off-site learning mentor. Clear procedures will be in place to exchange information, monitor progress and provide pastoral support. This may vary depending on the nature and length of time a pupil attends the placement **(Form 3)**

The school will maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement.

### What is good alternative provision?

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. Provision will differ from pupil to pupil, but the DfE say provision should:

- Have a clear purpose with a focus on education and achievement as well as meeting the pupils needs and rigorous assessment of progress
- Offer appropriate and challenging teaching on par with mainstream education - unless this is being provided elsewhere within a package of provision
- Be suited to the pupil's capabilities, give pupils the opportunity to take appropriate qualifications and involve suitably qualified staff who can help pupils make excellent progress; and
- Have good arrangements for working with other relevant services such as social care, education psychology, child and adolescent mental health services, youth offending teams, and drug support services, etc.

The school will also ensure that:

- The specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- Provision leads to improved pupil motivation and self-confidence, attendance and engagement with education; and
- Provision has clearly defined objectives, including the next steps following the placement such as reintegration back into mainstream education, further education, training or employment.

### Key points for consideration of an off-site direction

- Have the pupil, parents/carers and relevant teacher been spoken to before a decision to initiate an offsite direction has been made?
- Are the nature of the intervention, objectives and timeline clearly defined?
- What other considerations are there, such as transport arrangements?
- What does the pupil want, or need, to get from of the off-site direction?
- How long should the provision be for?
- Is it part time or full time? If part-time, the pupil should attend school as usual on the days they are not in the alternative provision.
- How will it fit with the pupil's mainstream curriculum? If part-time or temporary, it should complement and keep up with the pupil's current curriculum, timetable and qualification route.
- What will success look like at the end of the alternative provision placement?

### DfE registration requirements for alternative providers

The school will only commission places at AP if they meet the criteria for AP as set out by the DfE. This is outlined below:

'Every provider of education that is not a maintained school or school must be registered as an 'independent school' if it provides full-time education to:

- Five or more pupils of compulsory school age
- One such pupil who is looked-after
- One such pupil with an Education Health & Care Plan (EHCP).

It is an offence to operate an unregistered independent school.

Applications for registration by new schools must be submitted and approved before a school begins to operate and admit pupils. Ofsted may decide to make an unannounced visit to an institution on the basis of information they have received about it operating as an unregistered independent school. If Ofsted consider in the course of such a visit that an institution is operating unlawfully and should cease to operate as a school, they will inform the operator it is an offence to operate without registration and take any appropriate steps with the LA to ensure the premises are closed and the children provided for.'

### Definition of full-time provision

"Full-time education" is not defined in law but the DfE say it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4 full-time education in a school would usually be 25 hours a week.

DfE also say they will consider any institution that is operating during the day for more than 18 hours per week to be providing full time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated, and therefore indicates that the education provided is the main source of education for that child.

Relevant factors in determining whether education is full-time include, the number of hours per week including breaks and independent study time, the number of weeks in the academic term/year the education is provided, the time of day, and whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate.

### Off-site direction commissioning checklist

The school will:

Check the registration status of each provider and whether they should be registered.

Check the provider's policies and procedures:

- a written behaviour policy setting out amongst other matters the sanctions to be adopted in the event of pupil misbehaviour
- detailed curriculum plans and schemes of work, and pupil assessment procedures
- particulars of arrangements to safeguard and promote the welfare of pupils and how those arrangements have regard to DfE guidance: Keeping Children Safe in Education.
- anti-bullying policy
- health and safety policy
- complaints procedure o quality of accommodation
- qualifications and experience of staff
- arrangements for administering First Aid o fire risk assessment and procedures
- recruitment and vetting checks for staff and management

Give providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear. This should include information in relation to online filtering and monitoring systems

Give providers information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil

Support providers to access appropriate safeguarding training and information

Give providers information in writing about how the school should be informed of attendance and agree the subsequent follow up of absence.

### Health and safety

The Health and Safety at Work Act 1974 places a duty on employers, including alternative education providers to ensure, so far as is reasonably practicable, the health, safety and welfare at work of its employees, and others who are affected by their activities such as young people on educational placements.

Under the Management of Health and Safety at Work Regulations 1999, employers have a responsibility to ensure that young people at work (including those attending alternative education provision) are not exposed to risk due to lack of experience, being unaware of existing or potential risks and/or lack of maturity, physical capability etc. The school follows the current guidance by the Health and Safety Executive (HSE). This information should be referred to in conjunction with this guidance.

Key points:

When a school is commissioned as part of the off-site direction, it is assumed that the school meets all of the necessary health and safety requirements to operate as a school.

Where an AP placement is commissioned, the alternative education provider has primary responsibility for health and safety of the pupil and should be managing any significant risks. The school will take reasonable steps to satisfy themselves that providers are doing this.

The school will ensure that AP is competent and ensure it is appropriate for pupils concerned. Provision must be age appropriate and take into consideration any pupils who might be at greater risk, for example due to health conditions or learning difficulties, so this can be taken into account when planning the placement. This should include details of any medical or behavioural conditions as well.

The school will discuss with the provider what the pupil will be doing during the placement, noting any relevant precautions. The alternative education provider (employer) can include specific factors for young people into their existing risk assessment as appropriate.

Providers will inform the school of any significant health and safety risks to pupils on placement and how they are being controlled. The school will inform parents/carers.

When commissioning alternative education provision, relevant health and safety information will be obtained to assess the suitability of the provider.

The school will decide the extent of checks that are carried out when commissioning provision. This will be based on the type of environment and potential risks involved within the placement. Checks should be kept in proportion to the risks involved. In lower risk environments, information gained may be relatively straight forward and limited, whilst in environments with less familiar risks or for those in higher risk environments, such as construction, agriculture, manufacturing or motor vehicle repairs, as well as workshop/machinery environments etc.; the checks will need to be more robust.

The school will ensure that adequate health and safety arrangements are in place and the work the pupil will be doing is being effectively managed to ensure their health and safety. This will need to consider induction, training, supervision, site familiarisation and any protective equipment that might be needed etc. In addition, pupils should know how and who to raise health and safety concerns.

The school will check that the provider understands about the specific factors relevant to young people at work, including certain industry specific prohibitions and limitations.

The school will conduct a physical check of the provider and placement is carried out by a competent person. A competent person is somebody who has suitable training, skills, experience and knowledge and is a member of the SLT. Physical checks should look at the general suitability of workplace conditions, housekeeping, toilets and washing facilities, fire precautions, guarding of machines, provision of any necessary protective equipment etc. This list is not exhaustive and there may be other important aspects to consider dependent upon the type of environment and risks involved.

Any serious incidents should be reported immediately to the school.

The school will carry out appropriate monitoring throughout the placement to satisfy them that providers are continuing to manage the health and safety of pupils on placement. This could be undertaken as part of a general quality assurance visit to assess the overall effectiveness of the provision. Health and safety checks should be undertaken by a competent person and be kept in proportion to the environment and risks involved. Checks should be recorded.

### Safeguarding

All providers must be compliant with the most up to date version of the statutory guidance Keeping Children Safe in Education. A key part of this process should be school staff ensuring that staff at the registered alternative provision had appropriate checks, for example Disclosure and Barring Service (DBS) Checks.

Providers must have a designated Safeguarding Lead and deputy and have undertaken the relevant and appropriate training.

The school will retain responsibility for the process of making referrals to children's social care and for statutory assessments under the Children Act 1989 and any role they might be expected to play in such assessments (KCSIE).

A clear link must be in place between DSL's throughout the placement. This will involve sharing of all communication via CPOMS.

### The off-site placement

The school maintains responsibility for:

- Pupil welfare: safeguarding, child protection; health and safety
- Sharing all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.
- Ensuring that parents/carers (and the LA where the pupil has an EHCP) have clear information about the placement - why, when, where, and how it will be reviewed
- Setting out in writing the agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to the provider Where reintegration to school is an objective, planning for and providing an appropriate package of support to assist the pupil's reintegration
- Involving parents/carers (and LA if child has EHCP) in regular reviews of the placement.
- Attendance monitoring and follow-up of absences
- Meeting the needs identified within a child's EHC plan or statement of Special Educational Need

### Transport arrangements

- Where a pupil is eligible for free school meals, this will need communicating to the provider and suitable arrangements made;
- Sanctioning a suspension or permanent exclusion;
- Ongoing contact with the pupil and provider to exchange information, monitor progress and provide pastoral support
- Careers guidance, the school will ensure pupils receive their full entitlement to careers information, advice and guidance;

- Pupil outcomes – obtaining a final report on the pupil's achievements during the placement including attainment and progress, attendance records and evidence of change in behaviour.
- Seeking pupil's views on success of the placement.
- For Year 11s, working with the provider to prevent young people becoming NEET and ensuring that they can move on to suitable education, training or employment alongside part-time study. The school will collect and record information about the pupil's next destination, as an indicator of alternative provision quality.
- There should a be clear recorded review of plans at agreed time frames.

### Recording and Monitoring Attendance

Each pupil attending an off-site provision will remain on roll and the school retains the ultimate duty of care for pre-16 pupils, wherever they are being educated.

The provider is responsible for enrolling pre-16 pupils onto their course(s) and for recording, monitoring and reporting attendance and absences. This MUST be completed twice a day, am and pm. This is a legal requirement for any pre-16 group in the same way as it is for post-16 groups (The Education Pupil Registration (England) Regulation 2024).

The provider will inform the school immediately of any absences. The school will record the pupil's absence using the relevant code and follow the school's attendance process for absence immediately.

### Attendance register codes

All sessions when a pupil is not expected to physically present on the school site will be marked appropriately using the DfE registration:

Code B (off-site educational activity). This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately, the school is responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils.

Code D (dual Registered – at another educational establishment). This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend another school at which they were registered. The main examples of dual registration are pupils who are attending another school, pupil referral unit, hospital school or a special school on a temporary basis.

Code C (leave of absence authorised by the school).

Unexplained absences: the school attendance policy will be used to follow up unexplained absences in a timely manner.

Part-time timetables: if the school has agreed to a pupil being absent for part of the week or day and therefore this will be recorded as authorised absence. The school must ensure that the appropriate phased integration paperwork is completed and that it is submitted to the Local Authority.

### Quality assurance and evaluating the impact of the off-site direction

The school will consider the following when commissioning and reviewing provisions:

- The quality of teaching and learning at the placement.
- Academic progress, ensuring targets are suitably challenging
- Accreditation including English and maths
- Safeguarding and health and safety (including quality of accommodation)

- Personal development and well-being
- The pupil's views
- Employability and skills for life – progression to post-16 destinations

### What are providers responsible for?

Ensuring they are compliant with the most recent DfE guidance around legislation and the definition of an independent school.

Maintain contact with the school and the pupil's parent/carer, with regular updates on the pupil's progress.

Carry out an initial assessment of educational needs for the pupil within one week of referral to confirm what level of course and support is appropriate

Notify the school of attendance and absence; good practice would determine this is twice daily

Provide relevant policies and procedures that relate to the child's welfare, education and safety for example, Safeguarding policy including the use of social media and E-safety, Health and Safety Policy and Behaviour Policy

Attend relevant multi-agency meetings around the pupil when required, for example: Personal Education Plan (PEP) for children looked after, EHCP meetings, SEND review meetings and Social Care meetings

Have clear monitoring criteria to judge the quality of the teaching and learning, and report this to the school at agreed intervals

Provide a named contact for all matters pertaining to the pupils

Maintain Individual Learning Plans, these set out the targets that the pupil will achieve on programme (e.g., L1 Functional Skills English, Pass grade) as well as the wider targets (e.g., 95% attendance, behaviour). All targets must be agreed by the pupil, the provider and the school.

**School Logo / Heading**

## Checklist: Start of Alternative Provision (AP) / Off site direction (Form 2)

Student Name: _____

Year Group: _____

Date of Start: _____

Receiving Provision/School: _____

Lead Professional / Key Contact: _____

### 1. Pre-Move Preparation

☐ Risk assessment completed and shared
☐ Student profile updated (SEND, safeguarding, behaviour, attendance)
☐ EHCP (if applicable) shared with receiving provision
☐ Parental consent obtained and documented on CPOMS
☐ Information sharing meeting held with parents/carers (insert date)
_____
☐ Student informed and supported through transition discussion
☐ Phased integration paperwork completed and submitted to the LA
☐ AP/Offsite direction agreement signed by all parties
☐ Induction plan created (timetable, transport, uniform expectations, point of contact)

### 2. Documentation and Records

☐ Attendance record shared
☐ Behaviour logs and interventions summary shared
☐ Recent attainment and progress data provided
☐ Current support plans (e.g. OPP, My Support Plan) shared
☐ Safeguarding summary or chronology (as appropriate) shared / link to CPOMS Engage
☐ Medical information and care plans shared
☐ Exclusion history (if relevant) included

### 3. Communication and Handover

☐ Initial contact made with receiving provision lead
☐ Key staff (form tutor, SENCO, DSL) informed
☐ Start date and review points agreed
☐ Clear reporting lines established for attendance and behaviour updates
☐ Review meeting date set (e.g. 6 weeks post-start)

### 4. Onboarding and First Week

☐ Student met by key contact on arrival
☐ Tour of provision completed
☐ Induction pack provided (expectations, rules, routines)
☐ Baseline assessment completed (if applicable)
☐ Daily check-ins scheduled for the first week

☐ Attendance monitoring arrangements confirmed

### 5. Monitoring and Review

☐ Weekly update shared with home school

☐ Student engagement monitored and logged

☐ Parent/carer contact maintained

☐ Mid-point review meeting arranged

☐ Decision point set for continuation, reintegration, or next steps

**Notes / Actions:**

## Offsite direction / Alternative Provision Agreement (Form 3)

Student Name: _____

Date of Birth: _____

Year Group: _____

Home School: _____

Receiving School / Provision: _____

Key Adult Lead _____

Start Date: _____

Planned Review Date: _____

Duration: _____

### 1. Purpose of the Offsite direction / Alternative Provision

This Offsite direction / Alternative Provision placement is intended to:

### 2. Responsibilities of the Home School

As the current setting of the student / pupil we are agreeing to the following being in place.

• Share all relevant information (attendance, attainment, behaviour, safeguarding, SEND) prior to the start date.

• Maintain overall responsibility for the student until the placement is confirmed as successful.

• Monitor progress and attendance through regular reviews.

• Remain the point of contact for any safeguarding or welfare concerns

• Named Contact

• Ensure that funding arrangements are agreed and maintained during the offsite direction / AP placement.

### 3. Responsibilities of the Receiving Provision / School

As the receiving school of the student / pupil we are agreeing to the following being in place.

• Provide a structured induction for the student.

• Deliver appropriate learning opportunities matched to the student's needs.

• Support the student's pastoral and social development.

• Communicate weekly with the home school regarding attendance, engagement, and progress.

• Named Contact

• Attend review meetings and contribute to written reports.

### 4. Responsibilities of the Parent / Carer

As the parent / carer of the pupil / student we are agreeing to the following being in place:

• Support the student's attendance, punctuality, and behaviour expectations.

• Engage positively with both schools/provision during the placement.

• Attend all review meetings.

• Contact the receiving provision promptly regarding any absence or concern.

### 5. Responsibilities of the Student

As the student pupil / I am agreeing to the following being in place:

• Attend every day and arrive on time.

• Follow all rules and expectations of the provision.

• Demonstrate positive behaviour, effort, and respect.

• Engage fully with staff and opportunities provided.

• Accept support and guidance to achieve success.

### 6. Reviews and Monitoring

• A review meeting will be held after 6 weeks, with earlier meetings if concerns arise.

• The review will consider attendance, behaviour, academic progress, and engagement.

• The outcome of the review will be one of the following:

- Successful completion and transfer to the receiving provision

- Extension of the placement for further monitoring

- Return to the home school with a reintegration plan

- Referral for further assessment or alternative provision

### 7. Safeguarding and Data Sharing

Both schools agree to comply with all safeguarding and data protection requirements. Relevant information will be securely shared and updated in accordance with GDPR and Keeping Children Safe in Education. This also includes ensuring all filitering and monitoring systems being in place and information from CPOMS engage is shared.

## 8. Signatures

| Name | Role | Signature | Date |
|---|---|---|---|
| | Principal / Representative (Home School) | | |
| | Principal / Representative (Receiving Provision) | | |
| | Parent / Carer | | |
| | Student | | |
| | SENDCo / Designated Lead | | |

## Appendix C: Alternative Provision: Quality Assurance Checklist

| Area | Y/N | Evidence seen by school and details | Evidence Seen – Person / Date |
|---|---|---|---|
| **Leadership and Management of the Provision** | | | |
| **Does the provision meet the definition of an independent school? Has it been registered?** | | | |
| **Does the provision meet independent school standards?** | | | |
| **If the provision has been inspected by OFSTED or relevant party, is the school satisfied with the outcome?** | | | |
| **Does the provider have adequate levels of public liability insurance?** | | | |
| **Does the provider have adequate levels of professional indemnity insurance?** | | | |
| **If relevant, does the insurance cover any subcontractors or external partners who may work with the pupils?** | | | |
| **Where pupils will be using transport, is there insurance cover for this?** | | | |
| **Safeguarding** | | | |
| **Does the provision have a safeguarding and child protection policy? Has this been shared with the school?** | | | |
| **Does the provision have a single central record and is this kept up to date?** | | | |

| | | | |
|---|---|---|---|
| **Are all staff and volunteers checked for their suitability to work with children using recruitment and vetting checks?** | | | |
| **Is there a policy in place for managing allegations against staff?** | | | |
| **Are staff and volunteers at the provision familiar with the requirements that are set out in the latest KCSIE?** | | | |
| **Where there are safeguarding concerns regarding an individual pupil, is this shared with the referring school?** | | | |
| **Have staff at the alternative provision accessed appropriate safeguarding training?** | | | |
| **Is there an Anti-Bullying Policy in place? Does the setting manage these instances?** | | | |
| **Does the setting use and have access to CPOMS to record safeguarding concerns?** | | | |
| **Health and Safety** | | | |
| **Does the alternative provision carry out risk assessments where needed? Are copies of these available for the school to see?** | | | |
| **Is there an up-to-date Health and Safety Policy in place?** | | | |
| **Are regular checks carried out to ensure that the premises are safe and buildings are well maintained?** | | | |
| **Does the provider carry out all the required / recommended health and safety checks?** | | | |

| | | | |
|---|---|---|---|
| **If the alternative provision will be taking pupils off site, are there robust policies and procedures in place for this?** | | | |
| **Are there sufficient numbers with up-to-date first aid training?** | | | |
| **Does the setting offer adequate supervision for pupils?** | | | |
| **Quality of Education** | | | |
| **Is the curriculum on offer suitable for the pupils that have been referred?** | | | |
| **Will pupils be accessing a broad and balanced curriculum that keeps future options open to them?** | | | |
| **Does the alternative provision have its own systems in place to quality assure the education on offer?** | | | |
| **Does the school carry out regular assessments / progress reviews to ensure that pupils are making acceptable progress?** | | | |
| **Are the outcomes of these assessments / progress reviews shared with the school?** | | | |
| **Does the alternative provision support the personal development of pupils?** | | | |
| **Behaviour** | | | |
| **Does the provision have an effective policy for managing pupil behaviour?** | | | |
| **Does the school support any rewards and sanctions that are likely to be implemented by the provision?** | | | |

| | | | |
|---|---|---|---|
| **Does the provision have an Exclusions Policy?** | | | |
| **In the event of a pupil being excluded, is it clear where responsibility lies for ensuring that they continue to access education?** | | | |
| **Are there effective systems in place for the provider to report any behaviour issues to the school?** | | | |
| **Does the provider have systems in place to deal with poor attendance?** | | | |
| **Support for Students** | | | |
| **Where relevant, does the alternative provision work with external agencies to support pupils with specific needs?** | | | |
| **Where pupils have specific SEND needs, is there an individual plan in place?** | | | |
| **Does the provision have a SENDCO?** | | | |
| **Are pupils given an induction?** | | | |
| **Communication** | | | |
| **Does the alternative provision share information and data about progress regularly?** | | | |
| **Will the provider meet with the school regularly to discuss individual pupils?** | | | |
| **Does the provider have policies and procedures for communicating effectively with parents/carers?** | | | |
| **Will the setting provide regular attendance information to the school? How?** | | | |
| **Other** | | | |

| | | | |
|---|---|---|---|
| **Does the provider have a data protection policy?** | | | |
| **Is there a service level agreement in place that will be provided?** | | | |
| **Are there effective filtering and monitoring systems in place?** | | | |