



# Orchard Meadow Primary School

The best in everyone™

Part of United Learning

## UNITED LEARNING BEHAVIOUR AND RELATIONSHIPS POLICY

### REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Sept 2025
School policy ratified by Local Governing Bodies	October 2025
Implementation of Group Policy	September 2025

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## 1. Expectations

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

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

At Orchard Meadow, we are a caring, inclusive, and trauma-informed school and we aim for every member of our school community to feel valued and respected.

Our intention is to create an engaging learning environment which encourages positive attitudes and reinforces good behaviour; where everyone feels safe and secure and where the health and well-being of individuals is paramount. Our policy is based upon consistent relational and restorative practices.

The fundamental message in our school and wider community is to:

Be Kind  
Be Ready  
Be Safe

Our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. It aims to promote an environment where everyone feels happy, safe and secure. Feeling and being a part of a community is essential to building responsibility, willingness and co-operation.

We have high expectations of all adults to recognise that children's behaviour is communication: through behaviour, children let others know their feelings, and their underlying needs. Adults recognise these needs and feelings while helping children to understand and manage their own behaviour.

### **Our aim:**

- To promote a consistent positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos and a sense of belonging
- To create a consistent environment that expects, encourages, recognises, and celebrates good behaviour and one in which everyone feels happy and safe
- To help children develop emotional literacy, self-awareness, management of feelings, motivation, empathy, and social skills

- To further promote self-esteem, personal responsibility, tolerance of difference and positive relationships
- To support every child in reaching their potential through developing meaningful behaviours for learning across the curriculum, including helping children to overcome any obstacles to learning
- To encourage the partnership between home and school

## **Our School Family**

Our Conscious Discipline (CD) approach creates a compassionate school climate called the “School Family.” Our school family is made up of “Class Families.” This reinforces a sense of belonging that systematically bonds all members to each other. The School Family creates the building blocks of all relationships: safety and trust. We use daily interactions, especially during difficult moments, to build safety and trust, our aim is to create a School Family where all members are willing to let their guard down and truly connect. The School Family and the powers and skills of CD have a reciprocal relationship, each building on and strengthening the other. The School Family allows us to create a healthy school culture for us to work in and for children to learn in. The School Family:

- Optimizes brain development.
- Embeds resilience into the school culture.
- Helps heal the cycle leading from loss to violence.
- Fosters conflict resolution skills.
- Promotes the effectiveness of consequences.
- Models and teaches our highest values.
- Models shared power and democracy.
- Reignites the inherent joy of teaching and learning.

(More information about the Conscious Discipline approach to classroom management can be found in ‘Conscious Discipline’ by Dr. Becky Bailey or alternatively at <https://consciousdiscipline.com/>)

## **2. Policy Implementation**

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, that the School is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities (see Annex A for further guidance on this).

**All school staff** are responsible in implementing the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

**The senior leadership team (SLT)** of the academy are responsible in ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

**Pupils** have a responsibility to follow the school rules, as detailed within this policy, show respectful and considerate behaviour to all members of the school community, move safely around the school site, ensure that their behaviour in lessons is conducive to their own and others learning and maintain high standards of behaviour when they are out of school but remaining in school uniform (see further information below)

To support in implementing this policy, the following actions and expectations will be followed:

### **Uniform**

All members of staff will remind the pupils of what is expected as needed. Only school uniform is to be worn. We have an expectation that the blue sweatshirts have the Orchard Meadow Primary logo on it and that children wear black school shoes. We have an expectation that PE kit consists of black or navy shorts/tracksuit bottoms and a white t-shirt. Children are expected to have appropriate shoes for PE.

### **Routines**

Classroom routines are a fundamental source of high expectation, a scaffold for conduct, and a community vision of habits and behaviour. We ensure that routines are established for as many aspects of school life as possible from entering the school, walking around the corridor and general classroom routines that help the safety and flow of our learning environment.

### **Brain, start, smart**

The school day starts at 8.30am where children are expected to be in class completing a silent activity, such as spellings or reading. As the children enter the classroom, they will place their name within a zone from the zones of regulation. Any children who are in the red zone are immediately sought out by the adults in the classroom.

### **Zones of Regulation**

The Zones of Regulation is a conceptual framework used to teach children self-regulation. The Zones are used in every class and learning area across the school. This system is used to categorize complex feelings and improve children's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. It also allows children to tap into strategies or tools to help them move between Zones. All staff monitor Zones throughout the day and respond with appropriate intervention. The Zones of Regulation categorizes states of alertness and emotions into four coloured Zones.

**The Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when a child's brain is moving slowly or sluggishly.

**The Green Zone** is used to describe a regulated state of alertness. A child may be described as clam, happy, focused or content when in the Green Zone. This is the Zone children need to be in for schoolwork and being social.

**The Yellow Zone** is also used to describe a heightened state of alertness; however, a child has some control in the Yellow Zone. A child experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and may have slightly elevated emotions (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

**The Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A child may be experiencing anger, panic, terror, devastation, or elation when in the Red Zone. Being in the Red Zone can be explained by being overwhelmed by feelings and having loss of control.

The whole class participate in the brain, start, smart activities to ensure children feel safe, secure and learning ready. These are a series of activities to unite, de-stress, connect and commit. We will complete mini brain, start, smart activities at key transition points throughout the day, such as after play times, to ensure children are relaxed and ready to learn.

The school day finishes at 3.00pm and children have quiet story time at 2:50pm, daily, before going home.

The role of **parents** is crucial in helping schools develop and maintain good behaviour. We value the relationship we have with our parents and recognise the need for parents and school to work together for the benefit of the child/ren. To support the school, parents are encouraged to assist with maintaining high standards of behaviour both inside and outside of school. The school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework. We encourage parents to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.

In the event of any behaviour management issue, the school will liaise closely with parents where practical and, if relevant, other local or national support agencies.

## **Working Together**

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

### **3. Behaviour expectations**

At Orchard Meadow, we want to create a safe environment free from disruption, violence, bullying and any form of harassment. The behaviours we expect from our community are embraced through our **3 B's: Be kind, Be respectful and Be safe**. We expect pupils to be kind to each other and to adults. This would be in the way they talk and physically behaviour around the school. We expect respectful learning behaviours and social behaviours so children can learn in a safe, disruption free classrooms and behaviour in a safe way through the school day to ensure that no harm comes to them or others in our school family.

In achieving this we use a number of different tools:

### **Class charter**

The Classroom Charter is a promise that teachers, teaching assistants and children create together for how they want to feel in the classroom, what actions will promote those feelings, and agreed upon actions for how to prevent and manage conflict. The Class Charter is agreed and reviewed every Monday morning in the Class Family Meeting. The Class Charter will always be in line with our school values.

## Safe spaces

All classrooms have a Safe Space (for a small proportion of children with identified needs, a safe space may be outside of class). The Safe Space is a comfortable place where children can go to change their inner state from upset to composed to optimise learning. The Safe Space has tools and activities that lead children through the five steps of self-regulation: I Am, I Calm, I Feel, I Choose, I Solve.

- The **I Am** step involves the initial upset when the child becomes the emotion. “I am angry!.”
- The **I Calm** step requires active calming, featuring the four main breathing techniques, access to a Friends and Family book, and other calming activities.
- The **I Feel** step includes identifying the feeling with the Feeling chart.
- The **I Choose** step requires the child to consciously choose additional calming activities utilising the I Choose Self-Control Board and/or class-made choice boards.
- The **I Solve** step involves the child solving the original problem before returning to work or play.

## Recognition and Celebration

The emphasis always is on positive behaviour management. Children are motivated by positive recognition and specific attention paid to their efforts and achievements which should be noticed whenever possible for both learning and behaviour.

Recognition will be given to children through naming the value which their behaviour or learning links to. The child will receive a value sticker for this so that the effort can be celebrated at home too.



## Rights and Responsibilities

Everyone has the right to be treated respectfully; adults will not shout at children and children are expected to speak politely to them. Children will never be placed in an isolating or shaming situation e.g., no 'time out.' We will keep ourselves and others safe and we will take care of the school environment to make learning possible. Everyone has the right to teach and learn in a respectful and dignified environment.

All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school in a way that is fair to all children regardless of age, ability, gender, race, or faith. Our Equality Policy is truly clear about our stand against racist and sexist language and every instance of this is recorded.

### **HIVE and Nurture**

Our Mentor and Nurture Teams have a specific role to support children in both a proactive and reactive capacity. This support is carefully monitored and reviewed to ensure we have the appropriate resourcing, intervention and coaching in place for all our children.

If required, Hive staff will call a Team around the Pupil (TAP) meeting which will culminate in an Individual Support Plan (ISP) being written. This ISP will identify what support is required and by whom, to ensure effective provision is in place to meet individual need.

Examples of possible additional provision:

- Support from the Inclusion Team through delivery of interventions
- Adaptations in the classroom environment to meet their needs (wave 1)
- Referrals to external agencies
- Early Help Assessment (EHA) with our Pastoral team

Responsive work allows our children's behaviours to be met in a safe and identified space, with unconditional positive regard always offered. Anytime a member of the Mentor team is requested to support a child, there will be a detailed log of the call and follow up support (CPOMS/ARBOR). The aim of the support is to engage with the child and offer co-regulation strategies and be able to re-access their learning as soon as possible. Restorative conversations are always prioritised by the teacher who requested the support. If the child is unable to re-access the lesson from which they have left, the aim will be for the lesson to 'go live' or work completed with the support of HIVE staff outside of the classroom.

### **4. Bullying**

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

Orchard Meadow recognises that there are 2 types of incidents that can happen to pupils and that the two should be recorded separately:

- Acts of Bullying- this is where a child or group choose to purposely and repeatedly bully another member of the community.

- Acts of Unkindness – these are a one-off incident that have caused harm to another member of the school community.

Both bullying and incidents of unkindness of any kind is treated seriously at Orchard Meadow Primary. Pupils should report bullying by completing a referral form from their teacher, these are then logged. Staff will investigate the allegations and decide on the best action.

Orchard Meadow will endeavour to resolve all incidents of harm through restorative principles. This decision is due to recognising the importance of educating children in making the right choices by making them aware of how and why other is affected by their choices.

The school will provide education in the PSHE curriculum in lessons, around the impact and consequences of bullying in its different forms. The Inclusion team may use restorative process to deal with a relationship breakdown, as a means of supporting the ‘victim’ of bullying and educating the ‘offender’ of the consequences of such actions. You can request a restorative meeting by making contact with the Inclusion Team in the first instance.

All bullying or Incidents of Unkindness are logged through CPOMS, so they can be monitored and analysed for patterns and to make sure actions taken are having an impact in reducing incidents.

As member of the Orchard Meadow Primary community, if you hear of any claims of bullying/unkindness then make sure you listen and pass on the information to the relevant class teacher or inclusion team, even if you feel you have resolved the situation.

Please see further information in the schools [anti-bullying policy](#).

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

Orchard Meadow’s SEND Policy and SEND Information Report can be found [here](#).

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

### **Adaptations / Reasonable Adjustments**

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

### **Considering whether a student may have unidentified SEND**

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

## **7. Consequences or Sanctions**

We respond to unproductive or negative behaviour with gradual and graded strategies and interventions which aid de-escalation and serve to ensure a safe and purposeful learning environment for all.

Resolving conflict, redirecting unproductive (or destructive) behaviour, and responding to antisocial behaviour in a just, productive, and proportional way teaches children how to shape behaviour and eventually leads to the development of self-regulation skills. Fitting the consequence to the child, the situation, and the context rather than a blanket approach supports equality and equity within our community. Sanctions can range from a 'natural' consequence of fixing something which has been broken to more formal internal or external exclusions. Consequences will always be proportionate with a view to correcting negative behaviour.

All of our guidance, sanctions and restorative conversations with children will always relate back to our 3 fundamentals:

Be Kind  
Be Ready  
Be Safe

In applying consequences, or sanctions, especially those with serious consequences, Orchard Meadow undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a disadvantage compared to other pupils. This is in accordance with the school's obligations under the Equality Act 2010.

Orchard Meadow considers the following when looking at sanctions:

- Whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any adaptations or reasonable adjustments need to be made to the sanction in response to any disability the pupil may have (see Annex A).

### ***Allegations against staff***

Orchard Meadow takes its responsibilities for safeguarding extremely seriously, and all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the [Child Protection / Safeguarding Policy](#).

### ***Malicious accusations against staff***

Orchard Meadow has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

## **8. Use of reasonable force**

Orchard Meadow follows the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Teachers and members of staff authorised by the Headteacher have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

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

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned. Relevant training and professional development should be updated with staff on a 2-3 year cycle.

Staff will inform the Headteacher immediately after s/he has needed to restrain a pupil physically.

## **9. Suspensions and Permanent Exclusions**

Please refer to the ULT – Exclusion Policy which can be found on our [website](#).

## **Preventing recurrence of misbehaviour**

### *11. Initial intervention following behavioural incidents*

A range of initial intervention strategies at Orchard Meadow to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion (detailed in sections 1, 2 & 3).

### *12. Reintegration*

When any time has been spent away from the classroom the adult supporting the child will stay for the handover and all adults will gently welcome the child back into the classroom.

### *13. Monitoring and evaluating school behaviour*

Orchard meadow captures behaviour data using Arbor. Where the incident may be linked to safeguarding, or a suspension or exclusion is involved, this will also be logged on CPOMS, our secure safeguarding tracker. SLT review behavioural incidents throughout the week and during weekly Triage meetings to identify any pupil persistently making the wrong choices, misbehaving, and/or whose behaviour is not improving following appropriate consequences or whose behaviour reflects a sudden change from previous patterns of behaviour.

## **Specific behaviour issues**

### *14. Child-on-child sexual violence and sexual harassment*

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. It is important for staff to educate and challenge all inappropriate language and behaviour between pupils.

### *15. Mobile Phones*

Mobile phones should not be used on the school grounds. Children who bring phones to school, should hand them to the teacher to keep securely until the end of the school day.

## **Annex A - The Graduated Approach**

Behaviour is influenced by many complex factors, and it is important not to issue consequences or sanction where support is the appropriate response. Schools should demonstrate high expectations of all students. At all times, schools should scaffold the best behaviour that a student is capable of.

### **Adaptations or Reasonable Adjustments**

In addition to early intervention, we will consider the following areas in making adaptations or reasonable adjustments. This is not a prescriptive or exhaustive list and will be decided dependent on an individual's needs.

Any adaptation will be agreed between the school, student and parent/carer and recorded on the student's Individual Education Plan (or equivalent). These plans will be reviewed regularly (at a minimum, every 12 weeks in line with guidance from the SEND Code of Practice, 'Assess Plan Do Review' cycle).

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

### **General Adjustments (where additional behaviour support may be needed)**

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

### **Transitions**

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

### **Learning Environment**

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

### **Learning Strategies**

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

### **Exam Access Arrangements**

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

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

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

### **Internal suspension (reflection) room**

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

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

### **SENCo / External Professional Input**

- Solution focused planning session
- Further recommended staff CPD

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

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

#### Introduction

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

Schools must ensure they follow the DFE’s [Suspension and permanent exclusion guidance](#) when using any of these strategies.

#### 1. Managed Moves

##### Definition

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

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

##### Key Principles

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

## Process

1. **Initial Discussion:** The current school discusses the possibility of a managed move with the pupil and their parents/carers. The rationale and purpose for the move should be clearly explained, and documented.
2. **Agreement:** If all parties agree, the current school contacts potential receiving schools.
3. **Consider Off Site Direction:** Managed moves are permanent arrangements, and there can be no trial period. However, an off-site direction could be used to test the water before progressing to a managed move. In which case the process relating to an Off Site Direction (see below) should still be followed.
4. **Final Decision:** Following careful discussions and mutual agreement the move would be in the best interests of the pupil, the move is confirmed and induction arrangements made for the pupil to start at the new school.
5. **Document all discussions and decisions:** All meetings relating to a potential managed move should be carefully minuted. It is very important that all parties agree and that the decision is arrived at on a collective basis and that all parties are of the view the move best serves the child.
6. **Change in Registration:** As a managed move is permanent, it involves a move from the home school's admission register to the admission register of the new school.
7. **Information Sharing:** Any managed move should be preceded by information sharing between the home school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

## Safeguarding and Attendance

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

## 2. Off-Site Direction

### Definition

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

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

### Key Principles

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

### Process

1. **Assessment:** Assess the pupil's behaviour, what intervention is needed to address it and determine if off-site direction is appropriate.
2. **Selection of Provision:** Choose an appropriate off-site provision that meets the pupil's needs as determined at 1. above. Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.
3. **Parental Involvement:** Inform and involve parents/carers in the decision-making process. Whilst consent is not a pre-requisite for an off-site direction, schools must ensure parents (and the local authority, where the child has an EHCP) are notified in writing and provided with information about the placement as soon as practicable after the decision to give a direction has been made and no later than two school days before the day the pupil is required to start attending the placement. Whilst consent is not required, schools should be mindful of the individual needs and circumstances of the family before finalising arrangements.
4. **Monitoring:** Regularly monitor the pupil's progress and behaviour at the off-site provision.
5. **Dual Registration:** The child must be dual registered during any period of off-site direction.
6. **Review:** The placement should be kept regularly under review to ensure it is meeting the intended objectives. Parents should be invited to each review. Although parental consent is not needed, parents (and, where the child has an EHCP, the local authority) can request, in writing, that a review meeting takes place. When this happens, schools must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.
7. **Extension:** If the placement is to continue beyond the original timelines, schools must give written notification to parents (within six days of the review meeting where the decision to

continue the placement is agreed) including their reasons for the extension and how long the extension will last.

8. **Reintegration:** Review the pupil's progress and plan for their reintegration into the home school.
9. **Failure:** If the direction fails (i.e. breaks down before the off-site direction is due to end), the child must return to their home school. Significant care should be taken in such circumstances with regards any subsequent sanctions. An immediate PEX should only be issued if the behaviour that triggered the off-site direction was extreme or dangerous and the school can demonstrate the risk of keeping the child in school is too severe (i.e. the case meets all the thresholds of a PEX and isn't a result of the failure of an off-site direction). The risk of this occurrence happening is minimised if off-site direction is used as a carefully considered approach to improving behaviour, rather than a reactive response to an isolated incident.

### **Safeguarding and Attendance**

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

### **3. Cluster Cross-Site Direction**

#### **Definition**

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

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

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

#### **Benefits**

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

### Legal and Policy Considerations

- **Compliance with Regulations:** Ensure compliance with relevant regulations, including the School Attendance (Pupil Registration) (England) Regulations.
- **Documentation:** Keep detailed records of all decisions, agreements, and reviews related to managed moves, off-site directions, and cluster cross-site suspensions.
- **Parental Complaints:** Ensure your complaints policy is up to date and makes clear how parents can make a complaint. The process for complaining about an off-site direction or managed move would be the same as any other complaint (i.e. no separate process is needed).
- **Direction off site:** These are decisions made unilaterally by the School.<sup>1</sup> As such they can be subject to heightened legal scrutiny by way of judicial review (challenge to a decision made by a public body). This can be on grounds of irrationality (e.g. failure to take account of relevant factors, taking account of irrelevant factors, making a decision no reasonable person would make), procedural irregularity (e.g. not allowing proper reviews) and illegality (e.g. not acting within the legal framework). As such, decision making should be considered, with care taken to record a detailed rationale.

### Conclusion

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

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<sup>1</sup> Noting that it is always good to gain parental agreement, this can be withdrawn at any time.

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

### Guidance on the Appropriate Use of Alternative Provision (AP)

#### Introduction

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

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

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

#### Objectives of Alternative Provision

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

#### Commissioning

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

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

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

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

### **Types of Alternative Provision**

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

### **In-School Units**

#### **Purpose**

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

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

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

### **Registered and Unregistered Provision**

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

#### **Full time – Part time**

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

#### **School's Responsibilities to Check Provision is Suitable**

Schools must conduct thorough due diligence to ensure that any AP setting, whether registered or unregistered, is suitable for their students. This includes:

- **Quality Assurance:** assessing the quality of education and support provided. Alternative provision and the framework surrounding it should offer good quality education equivalent to that provided in mainstream (or special) schools. The provision must be suitable to the child's age, ability and aptitude, and any SEN they have. Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs.
- **Qualifications:** Children should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.
- **Safety and Welfare:** ensuring the setting has appropriate safeguarding measures in place. Schools should ensure there is a section within their Safeguarding Policy that addresses checks

within any AP setting used by the school. The school (where the school is the commissioner of the placement) continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs. Should safeguarding concerns arise with the actual placement, the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.

- **Attendance:** When a child is attending an alternative provision school, the school must ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence. Arrangements must be in place whereby the AP setting notifies the school of any absences by the child. The school should always know where the child is during school hours. This includes having records of the actual address of the commissioned AP plus any subcontracted provision or satellite sites the child may attend.
- **Curriculum:** Alternative provision should aim to deliver a high quality, broad and balanced curriculum that responds to the needs and ambitions of all children, giving them the foundations and resilience to succeed in education and in their future life. [The DFE guidance](#) sets out further information on curriculum on page 20.
- **Staff Qualifications:** Verifying the qualifications and experience of staff. The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.
- **Facilities:** Checking that the facilities are adequate and safe.

### Dual Registration

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

### Alternative Provision for children with an EHCP

- **Local authorities are responsible** for maintaining a child's EHCP. As such, if the educational setting named on a child's EHCP believes that the child would benefit from alternative provision, they should inform the local authority responsible for the EHCP so that the authority can then consider whether to review the plan.
- If the local authority agrees that an intervention from an alternative provider might be appropriate, the local authority would need to consult the child's parents, consider their wishes and consult with the alternative provider to ensure they are able to meet the child's needs.
- The local authority may need to review and amend the EHCP, for example to name the alternative provision school in Section I as a new placement or as a dual placement alongside the home school or other institution.

## Induction and Assessment

- As a child can enter alternative provision at any point in their school career and at any point in the academic year, it is essential that robust induction and baselining take place. Prior to the placement starting, all relevant information from the school, local authority (if involved), relevant agencies and the parents should be shared, including information about any SEND or medical needs, safeguarding concerns, as well as academic achievement and any noted barriers to learning such as poor literacy. Information must be provided in accordance with data protection principles.
- A carefully thought through induction plan is essential in order to help establish the placement in a positive manner and support the child in building relationships with key people within the alternative setting. This will also enable the provider to better understand the child, therefore enabling any tailoring to curriculum / provision to take place to maximise the opportunities for success.
- A baseline of the child's previous attendance and engagement with education should also be included as part of the induction. This will enable the provider to effectively track and monitor patterns of absence, future attendance and engagement and demonstrate improvements that are made.
- A plan and process should be agreed at the outset regarding reintegration of the child successfully back into their home school. The plan should include details of how to assess when the child is ready to return to their home school and should provide an appropriate package of support, from both provider and home school, to assist their reintegration.

## Regular Monitoring

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

- **Visits:** Conducting regular visits to the AP setting as part of safeguarding and attendance checks, as well as ongoing quality assurance.
- **Feedback:** Gathering feedback from pupils, parents, and AP staff. The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement.
- **Review Meetings:** Holding review meetings to discuss the student's progress and any concerns – at least half-termly – to ensure the provision is achieving its objectives and that the child is attending regularly.

## Documentation

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

- **Contracts:** Formal agreements with the AP provider outlining expectations and responsibilities.

- **Reports:** Regular reports on the student's progress and any issues encountered.

### **Monitoring and Evaluation of Alternative Provision**

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

### **Reintegration**

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