Meridian Trust

Behaviour Policy

North Cambridge Academy

Document Control

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This policy has should be read in conjunction with the DfE guidance:
Behaviour in Schools - Advice for Principals and school staff (publishing.service.gov.uk)

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Our Vision

At North Cambridge Academy we wish to have a pleasant working atmosphere in which we all treat each other with kindness, tolerance, care and respect.

We seek to ensure that every individual is a happy **successful learner**, who grows to be **hard working** and **ambitious**.

To achieve this, as a community, we have agreed on three key values for students:

Confidence: A deep sense of belief in your own ability to make a difference and achieve goals

Creativity: Imagination and ideas are used to create possibilities and options

Kindness: Generous, helpful people who care about the feelings of others

To ensure this is achieved we promote the highest expectations of behaviour that focus on ensuring an engaging curriculum, strong relationships where every child is known, and the flexibility necessary to support all young people. This can be summarised in the below diagrams:

At the heart of this work is the vertical house system, which we believe creates the conditions where we can deliver our commitment to ensure that every child is known, valued and supported to achieve. We expect that students will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our school and Trust values:

- *Valuing people*
- *Achievement for all*
- *High quality learning environment*
- *The pursuit of excellence*
- *Extending the boundaries of learning*

North Cambridge Academy staff will work in partnership with parents to help students develop high levels of discipline in order that a proper regard for authority is developed. We aim to ensure that students take responsibility for their own actions, appropriate to their age and maturity.

We seek to create a **kind, creative and confident** learning environment by:

- Demonstrating good behaviour and discipline;
- Promoting excellent learning and teaching and high standards of attainment;
- Ensuring all responses to positive and negative behaviour are fair, consistent and proportionate;
- Promoting positive relationships amongst all stakeholders;
- Ensuring early intervention;
- Providing a safe environment free from disruption, violence and peer on peer abuse.

We do this through our House System, which creates a strong team and community identity within the school. North Cambridge Academy is split into four Houses (Mandela, Ali, Franklin, and Hawking).

It reflects and delivers our commitment to **'know, value and support every student to achieve.'**

We strive to promote a real sense of pride in all we do, through our learning journey.

We challenge our students and staff to achieve their best, in order to prepare them for success in their future.

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions.

Roles and Responsibilities

Academy Councillors

The Academy Council will establish, in consultation with the Principal, staff and parents, a statement for the promotion of desired behaviour and keep it under review. The Academy Council, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Trustees will support North Cambridge Academy in maintaining high standards of desired behaviour of students and staff. The Academy Council will support the Principal should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

Principal and School Leaders

The Principal and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of the Middle Leaders, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically, monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Support Staff

Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour. All North Cambridge Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students. Our Pastoral team including Attendance, Safeguarding and Welfare, SEND and Student Support Assistant teams all play a pivotal role in reinforcing our expectations, identifying trends or specific needs and supporting individual students. These teams are also playing a critical role in monitoring behaviour records logged on the data management system (MIS) and My Concern (safeguarding system), working with Senior and Middle Leaders to identify recurring issues and any trends.

Teaching Staff

The role of the classroom teacher and form tutor is pivotal in achieving and maintaining good behaviour. All North Cambridge Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all students. We build on existing good practices ensuring that teachers know our expectations and systems and can explain and teach this to our students.

We expect form tutors and class teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on their knowledge of individual students or class groups.

All our teachers:

- Carefully plan lessons and homework to ensure that we have a relevant and engaging curriculum
- Assess accurately and adapt teaching to ensure an appropriate level of challenge for every individual
- Acknowledge and reinforce personal achievement and good behaviour to build positive relationships
- Show flexibility in determining provision for each child, understanding the context of the child and responding to their behaviour, whilst always maintaining high expectations.

- Log both positive and negative behaviour events on the MIS and record any incidents that reach a safeguarding threshold on My Concern
- As Tutors monitor the behaviour of students in the tutor group, positively reinforcing good behaviour, teaching and communicating our expectations of behaviour and supporting those who do not consistently meet these.

Families

Parents / Carers know the values and standards of the school when they apply for admission for their children. They will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with it to assist in maintaining high standards of desired behaviour and they are encouraged to raise with the school any issues arising from the operation of the policy.

Reinforcement of our values occurs in all publications and in meetings of both large and small gatherings between staff and parents. We work towards a shared understanding with parents of what is acceptable behaviour and expect parents to support us in this. We ask parents / carers to ensure their children are punctual, attend regularly, bring the necessary equipment to school, wear the correct NCA uniform and also ensure that their Homework is completed on time.

If a student behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by parents / carers to cover the loss or damage to the school. This stand-point applies to any damage that may be caused to any transport provided for the students.

If a student behaves in such a manner that a criminal offence may have been committed e.g. assault on another student or circulating inappropriate material about another student, the school will take advice from the Police. Should the Police choose to take additional action, school staff will support this process.

Students

As soon as students join North Cambridge Academy they are inducted into the values held by the school community. We require everyone to follow our expectations around the school, and to always uphold our Academy values of being:

- **Hard Working –** always trying their best and applying effort to all activities including seeking support when stuck and acting on advice
- **Ambitious –** Being on time for all lessons, equipped and ready to learn to make the most of the opportunities and support available at NCA
- **Confident -** taking pride in their work and appearance, wearing the correct uniform at all times
- **Creative –** being open to new ideas and experiences, bringing their own thought to their work
- **Kind –** towards others in their language and actions always.

Students are expected to take responsibility for their own behaviour and will be made fully aware of our expectations and procedures. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Powers Beyond the School Gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In response to non-criminal poor behaviour and bullying which occurs anywhere not on the Academy premises and which is witnessed by a member of staff or reported to the Academy, the Academy can sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from Academy;
- wearing the school uniform;
- in some other way identifiable as a student of the Academy;
- misbehaviour at any time, whether or not the conditions above apply, that:

a) could have repercussions for the orderly running of the Academy;
b) poses a threat to another student or member of the public;
c) could adversely affect the reputation of the college.

Any sanction issued will depend on the nature of the behaviour. The sanction could be a verbal reprimand, contact with home, a House Catch-Up, in school community service etc. This list is not exhastative.

In response to criminal behaviour the Academy will report this to the police or if it is brought to the college's attention by the police fully cooperate with them.

Systems and Social Norms

Learning to Behave

It is the responsibility of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour, this is achieved through a focus on being **hardworking, ambitious, confident, creative and kind.** We have articulated and communicated our approach to behaviour in the posters around school and in this policy **(Appendix 1).** We believe that the emphasis should be focussing on the positive behaviour of the vast majority of students.

To encourage this, staff will:

- Model the attendance, punctuality, standard of dress and behaviour expected from students
- Treat all children and adults with respect
- Speak politely to each other
- Build student confidence, resilience and self-esteem through positive reinforcement
- Deliver regular reminders through form time and PSHE supporting the discrete teaching of positive behaviour
- Adopt an attitude of unconditional positive regard for all students and recognise student effort and achievements and to celebrate success
- Keep families informed about success, efforts and achievements
- Challenge unacceptable behaviour positively and assertively
- Work in partnership with parents through regular contact to help improve behaviour
- Use restorative approaches, both in lessons and following any breakdown in relationship as a form of reparation.
- Use agreed school systems for monitoring, supporting and reporting students including Curriculum and House reporting structures and the Intervention Steps.

Partnership for Learning

We believe staff, parents and students are all 'partners in learning' and should work together to promote outstanding progress and achievement and positive behaviour. Our vertical House system ensures that every individual student is known, valued and supported. All parents, tutors and students are expected to agree to and sign our **Partnership for Learning (Appendix 2)** document.

Recognition

Recognition opportunities (**Appendix 3**) are a way to identify student effort, progress and achievement, and help to motivate others. They are a key way of building relationships with our students. We utilise a range of recognition opportunities at North Cambridge Academy that are either given in lessons or celebratory comments that are also shared with home.

Community Values and Consequences

We expect all students to meet our expectations of being Hardworking, Ambitious, Confident, Creative and Kind following the Classroom Expectations **(Appendix 4)**. Sanctions provide a deterrent, show students that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently and proportionately. Consequences and Sanctions used at the school are outlined in **Appendix 5.** We also use restorative

and trauma informed approaches to support our students in learning how to behave and to re-regulate themselves **(Appendix 6)**

House Catch-Ups - North Cambridge Academy has a legal right to detain students after school. Students may be asked to repair a mistake at the end of a school day, but this will take a **minimum of 20 minutes**. Legally, parents do not need to give consent and do not have the right to withdraw their child from school detentions. **Where 2 or more sanctions have been acquired in a day we will keep a student for 1 hour after school** – where we can, we like to arrange with parents that this additional time (1 hour catch-up) is also sat on the same day, so that the student starts afresh the next day. You will receive communication from the House Team if your child has been issued a House Catch-Up (detention) on that day. The behaviour issue will be recorded by the class teacher on our MIS as a record.

Curriculum area catch-ups will be issued after school to support students in completing work, coursework or homework. Class teachers/curriculum areas will communicate directly with home regarding when this will take place, where and for how long. Sometimes a class teacher may keep a student in at breaktime or lunchtime to complete work. Where this happens the student will always be given time to eat and go to the toilet before their next lesson. This will be recorded by the class teacher on our MIS as a record.

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the way to or from school or via cyber bullying. Home will be contacted in these instances outlining what has happened and what sanction has been issued.

A Principal's lunchtime detention will be issued for lateness to school or issues with a student during social time (before school, break, lunch, moving between lessons etc.). Students will always be given time following the detention to eat lunch and go to the toilet.

Intervention and Student Support

North Cambridge Academy will use a wide range of appropriate support and intervention plans to support the needs of the individual. This support is offered through our House system and curriculum areas. Parents will be kept fully informed of any additional support provided to their children. The staged intervention approach and supporting documents can be found in **Appendix 7.**

Examples of such interventions are:

- Restorative approaches
- Support from the Attendance and Family Support Worker
- Assess, Plan, Do and Review (APDR Paperwork uploaded on Sims)
- Reports: Tutor, Subject, House, Behaviour Support Plan (BSP) and Pastoral Support Plans (PSPs)
- Mentoring and/or counselling
- Personalised Timetable / Curriculum Changes
- Targeted Work Placements
- Alternative provision within another Trust or BAIP school (short term respite placement or formal Managed Move)
- School of Core Achievement referrals for in school support
- My Concern for safeguarding support
- EHA – Early Help Assessment

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive, and all interventions will be designed to support the individual.

Bullying and Child-on-Child Abuse

The Academy Council and staff believe that all students at the school are entitled to receive their education free from humiliation, intimidation, oppression, and abuse. It is the responsibility of all adults in the school to ensure that this takes place.

Child-on-child abuse can include:

Emotional	being unfriendly, excluding, tormenting
Physical	hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Measures used to prevent bullying and deal with incidents of bullying are outlined in the Meridian Trust Anti-Bullying Policy. Any Child-on-child abuse will be logged on My Concern and then reviewed by the house and safeguarding team, with appropriate consequences should this be deliberate or repeated (bullying).

Race relations & discrimination

North Cambridge Academy has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of sanctions for discriminatory behaviour is seen at an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on My Concern and where a consequence is appropriate on SIMS.

Equality Act 2010

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs/disabilities (SEN/D).

Sexual harassment and sexual violence

The Academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The Academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care (MASH)

- Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

Serious Offences

North Cambridge Academy acknowledges that young people do make mistakes. However, the actions of the student have a major impact on the Principal's ability to maintain good order within the academy. Students may, therefore, face consequences in line with the nature of the offence.

Serious offences include:

- Theft;
- Vandalism;
- Premeditated or disproportionate violence towards another;
- Possession of a weapon
- Behaviour that endangers the safety of others
- Persistent bullying
- Foul and abusive language directed at staff
- Persistent repetition of minor misbehaviour over a concerted period of time and failure to respond to interventions.
- Smoking/vaping on the school site, or to and from school
- Persistently disrupting the learning of others
- Challenging the authority of the academy
- Acting in a manner which causes damage to the academy and its pupils' reputation
- Possession, supply or use of a banned substances or items

The process following the reporting of a serious offence:

- Gathering of evidence – statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate)
- Evidence collected reviewed by Senior Leader/Lead Behaviour Professional/Senior Tutor/Curriculum Leader as appropriate. A course of action is recommended and agreed with the Senior Leader/ Senior Tutor/ Curriculum Leader as appropriate.

The consequences for a serious offence may include:

- **Internal Isolation (Internal Exclusion from lessons for a temporary period, also referred to as a House Isolation)**
  - Arrive at 8.45am and remain until 4:00pm
  - Students are supervised by a member of staff within the House Office and/or Reflection Room.
  - They are expected to work in silence, completing all work set.
  - Inappropriate behaviour whilst in Internal Isolation may result in further time in Internal Isolation, referral to and/or external suspension or permanent exclusion.
  - The length of time the student spends in Internal Isolation will depend on the severity of the behaviour and their behavioural history.

- **Suspension**

Suspensions will only be used in cases of very serious or persistent indiscipline and the school will adhere to the latest DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk). The school aims to operate within the principles of fairness and natural justice.

- The decision to suspend a student for a fixed period of time is taken by the Principal following a serious offence or persistent misbehaviour.

- The length of the suspension will depend on the stage/severity of the offence and the student's behavioural history.
- The school will provide appropriate work for the student during the period of suspension. The work should be returned and will be marked by the relevant staff. This will be co-ordinated by the SSA.
- The school will inform the Local Authority of any suspension.
- All students suspended for a fixed term will be re-admitted only following a meeting preferably between the parents and the appropriate member of school staff. The process for this is shown in the table below:

Exclusion Number	Member of Staff leading Readmission	Possible Interventions on Readmission
1	Senior Tutor	External Agencies/Mentoring/Reports/Curriculum Changes
2	Senior Tutor/Assistant Principal	As above plus Behaviour Support Plan or PSP /Education Inclusion Officer (EIO) involvement
3	Assistant Principal/Senior Tutor	As above plus mentoring/Targeted Work Placement
4 +	Vice Principal/Principal	As above plus any bespoke / Appropriate provision

The days or period(s) used in a suspension are subject to review and the evidence provided.

- **Managed Move**

A 'managed move' may be considered at the Principal's discretion. This term refers to an **inter-school agreement** whereby a student is removed from one School's roll and placed on another in the same area, avoiding a permanent exclusion on the student's school record and offering a fresh start. This is an inclusion strategy designed to keep the student in mainstream education, albeit at another school for the remainder of their school career.

- **Permanent Exclusion**

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the school.

We feel that it is important to uphold the principles of natural justice.
i) the right to present a case (the defense)
ii) the right to be represented and
iii) the right of appeal.

Our permanent exclusion procedures are as follows:

i. Parents are phoned and informed of the decision
ii. Letter home within 24 hours giving parents the opportunity to discuss
iii. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Governor representatives.
iv. Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Governor representatives, student, parents (and parent representative if requested), and relevant Academy staff.
v. Governing Body make decision to uphold or reinstate the permanent exclusion.
vi. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing
vii. The Hearing outcome and any appeal outcome must be copied to the Chair of Governors, the parents and the Local Authority.

Pupil Transition

North Camrbidge Academy makes its expectations clear from before induction e.g. Yr6 open evening. All students and their parents attend an induction evening in July where we again reinforce our expectations and outline the support available to students. Year 7 students join vertical tutor groups and have induction sessions, assemblies and meetings where expectations are shared. Equally, they attend summer school where young people are inducted into the rounties

and systems at North Cambridge Academy (where possible). Students who would benefit from more support with transition to KS3 will be offered this through liaison with the primary school and NCA SENDCo.

Staff Induction, Development and Support

All staff receive a full programme of induction which includes Principal Welcome, Pastoral meeting, Teaching and Learning meeting, Safegaurding training and new staff training.

Support for staff is provided through line management within departments and faculties as well as through the House Office and Senior Tutor roles. Middle and Senior Leaders are highly visible and accessible for all staff to support with any issues both in terms of induction but also with any ongoing matters that may arise. Formal line management meetings for middle and senior leaders ensure that issues with individual students and classes are regularly reviewed and discussed with a view to proactively addressing these.

Malicious Allegations

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to apply sanctions in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Academy will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Academy will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our Safeguarding and Child Protection Policy.

Searching Students and Banned Items

North Cambridge Academy will follow the latest DfE guidance on Searching, screening and confiscation : Searching, Screening and Confiscation (publishing.service.gov.uk). In line with this guidance the Principal, members of the Senior Leadership Team, Senior Tutors and the Lead Behaviour Professionals have the power to search students or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items (including vapes)
- Fireworks
- Pornographic, offensive imagery
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to school property

Staff may examine data files held on personal devices during a search.

For further details on the powers available to the school see the DfE guidance document.

Confiscation

Academy staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider to be harmful or detrimental to school discipline.

Mobile technologies such as phones, iPods and MP3 players, headphones or earpods are not permitted to be seen or heard in school.

Hoodies and baseball caps are examples of things not permitted to be worn by the students around the site. Students identified may have the item confiscated following the guidelines below:

- Confiscated items will be stored in the relevant House office.
- Electronic devices such as mobile phones will be stored in a sealed envelope with the details of the item recorded on the envelope.
- Parents can collect these on the day, or it will be given back on Friday at the end of the school day.
- Exceptions may be made if items are dangerous or part of an ongoing investigation.

Refusal to hand over any item requested by a member of staff will be classed as defiance and escalated in line with the sanctions section of this policy (**Appendix 5**).

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is based on the current DfE advice on Use of reasonable force in schools

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Monitoring, Evaluation and Review

The policy will be promoted and published throughout the Academy.

Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Academy Council:

- Number of Permanent Exclusions
- Number of Suspensions and rate of suspensions compared to National Average
- Number of Internal Isolations
- Number of removals from lessons
- Results of staff, parent and student questionnaires
- PASS Survey
- Number of achievement reward points (House Points) issued

The Academy Council, will review this policy bi-annually at minimum, and assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

Complaints and Appeals

Parents/carers are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for catch-ups/detentions and are expected to support the school to ensure that pupils can return home safely at a later time.

If a parent/carer is unhappy with the way a behaviour management or disciplinary situation has been dealt with they should address their concerns to the Principal informally in the first instance. Parents whose concerns are unresolved have recourse to the school's Formal Complaints Procedure, details of which can be found on the Trust's website.
Policies - Meridian Trust

Appendix 1: Our Approach to Behaviour (1 Page Policy)

North Cambridge Academy BEHAVIOUR POLICY

Our commitment at North Cambridge Academy is to *'know, value and support every student to achieve.'*

RULES

We expect all students and staff to have high standards of behaviour and to always uphold our Academy values of being:

1. **Kind**
2. **Confident**
3. **Creative**
4. **Hardworking**
5. **Ambitious**

VISIBLE ADULT CONSISTENCIES

1. Meet and greet on the door for every lesson.
2. End and send at the *correct time* after every lesson.
3. Saying "hello" in the corridor to students and staff.
4. Show students what it means to be kind, confident, creative, hardworking and ambitious.

REWARD OVER & ABOVE BEHAVIOURS

1. Verbal praise
2. House Points
3. Phone calls home
4. Praise e-mails home
5. Curriculum postcards
6. Principal's celebration breakfast

STEPPED SANCTIONS

(For use in and out of lessons)

1. Behaviour management strategies to settle/focus
2. Formal verbal warning
3. Issue catch-up or
4. Removal to shadow lesson/ Reflection Room
5. Repair – restorative conversation where there are repeated issues

MICROSCRIPTS

1. This is your formal warning. You are disrupting this lesson. If you continue to disrupt the learning of others, you will have to leave the classroom and go to shadow/Reflection Room.
2. You have continued to disrupt our learning. I have called on call. Pack-up your belongings, thank you.

RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next to put things right or do things differently in the future?

Lunchtime detention will be issued for:

- Lateness to school
- Social time issues

Curriculum area catch-up after school will be issued for:

- Not completing class tasks, coursework or homework

House catch-up after school will be issued for:

- Being removed from class (disrupting learning)
- Deliberate defiance or challenging staff when reminded
- Lateness to lessons
- Mobile phone/electronic device usage
- Inappropriate language
- Repeated uniform and equipment issues
- Chewing gum
- Unsafe behaviour
- Lesson truancy

ARRIVE ON TIME

WITH THE RIGHT EQUIPMENT

IN SMART UNIFORM

TREAT **EACH OTHER, STAFF** AND THE **SITE** WITH **RESPECT** AND FOLLOW **THE NCA WAY**

PROUD TO BE NCA

GOLDEN RULES

North Cambridge Academy

Appendix 2: Partnership for Learning

Our partnership for learning is one of the first documents to be signed at the beginning of each academic year. It marks the commitment we all put into each child's education: the academy; the parent and the student.

North Cambridge Academy will:

- Value each child as an individual.
- Promote the highest standards of achievement, progress and behaviour.
- Provide high quality learning and excellent teaching.
- Provide a learning environment that is safe and caring.
- Do our utmost to ensure your child achieves their full potential as a learner.
- Celebrate the individual and collective achievements of students.
- Apply the academy's behaviour and uniform policies consistently and fairly.
- Provide regular feedback on your child's attendance, behaviour and attainment.
- Regularly review your child's academic performance and provide personalised support and guidance to help them achieve.
- Investigate and support your child with any issues that they may face in the academy.
- Regularly seek the views of students and parents.
- Offer a variety of extra-curricular opportunities, trips and experiences both in and outside of the curriculum.

Tutor signature: ……...

As a parent/carer I will:

- Support the values and ethos of North Cambridge Academy.
- Support the academy's efforts in encouraging the best possible standards in our child's studies.
- Make sure my child attends the academy every day, on time with the correct equipment and in the correct uniform.
- Ensure that my child has excellent attendance (at least 96%).
- Attend all Tutor Interviews, Parents' Evenings and Information Evenings.
- Support the NCA behaviour policy, including detentions and house isolations.
- Support the academy with all policies, sanctions and decisions that are made to ensure all students can succeed.
- Support my child in completing their homework on time to the best of their ability.
- Let the academy know of any significant concerns that may affect my child's work or behaviour.
- Communicate with all academy staff with respect and politeness.
- Direct any complaints or concerns through the academy's official channels, so they can be dealt with in line with the academy's complaints procedure rather than through unofficial social channels.

Parent/Carer signature: …….…...

As a student I will:

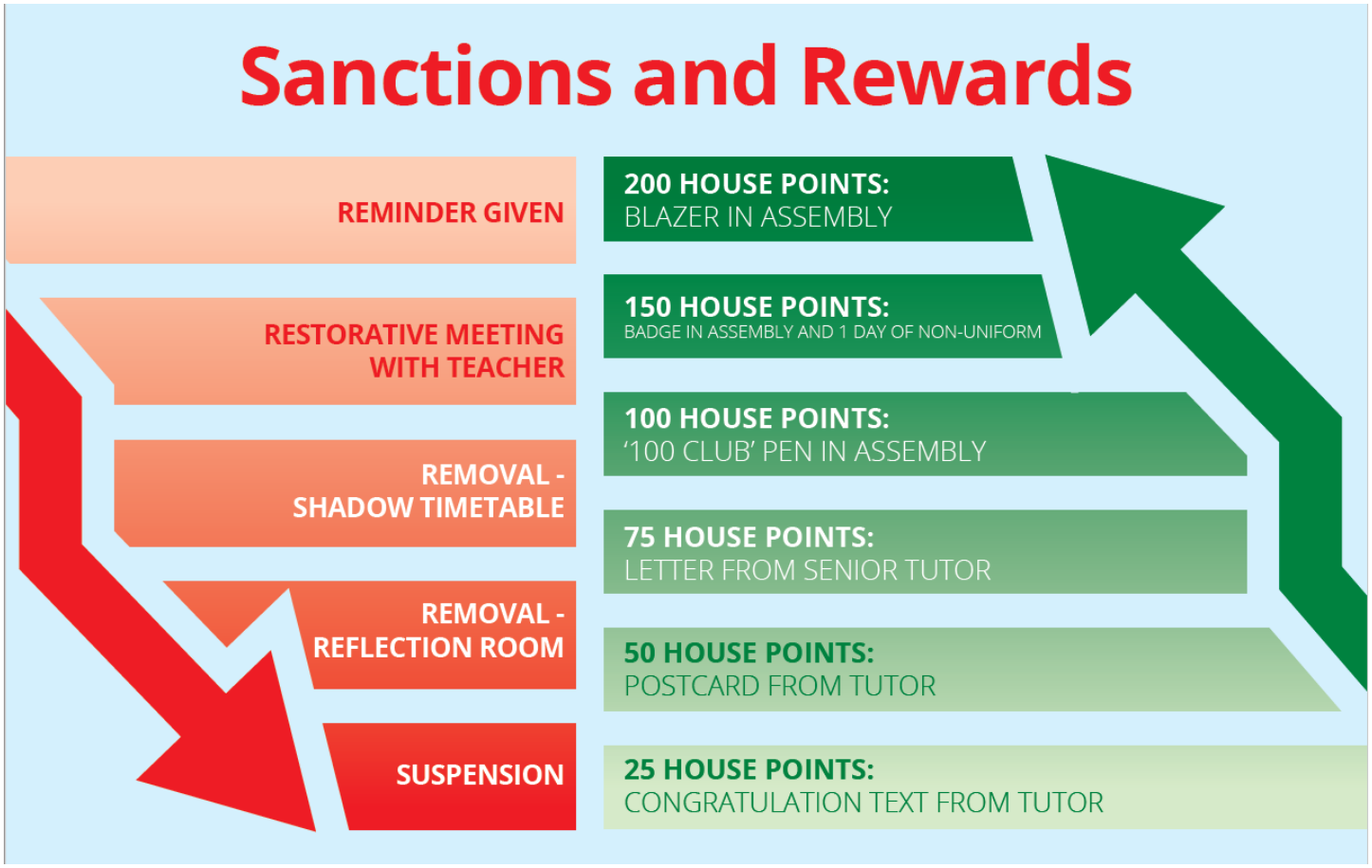
- Attend NCA every day in the correct uniform, be on time with the correct equipment, ready to learn.
- Be punctual, arriving to all lessons on time.
- Meet the behaviour expectations of NCA by being hardworking, ambitious, creative, confident and kind.
- Accept the behaviour consequences if I fail to follow the behaviour policy.
- Be responsible for my own behaviour and will discuss any problems I have with my parent or a member of staff.
- Always treat others with respect and politeness, showing respect for others' ideas and beliefs. This includes my behaviour in the academy, the vicinity of the academy, travelling to and from NCA and on academy trips.
- Treat the academy environment with respect and keep it free from litter.
- Work hard in everything I do.
- Complete all homework to the best of my ability and by the deadline.
- Take part in Form, House and Academy events and extra-curricular activities to achieve my PLEDGES.
- Read and agree to the academy's expectations on ICT and e-safety.
- Direct any complaints or concerns to my House Office or an SLT member rather than dealing with things myself or through unofficial social media channels.

Student signature: ……...

The partnership for learning document is also completed as part of the admissions process for NCA.

Appendix 3: Recognition Opportunities at North Cambridge Academy

Recognition and rewards provide public opportunities to highlight student achievement and progress and help to raise students' motivation and expectations. We use House Points to recognise ***hard working, ambitious, creative, confident and kind learners***. The points build up to create recognition opportunities as seen below.



As well as House Points being awarded by Academy staff students can also be recognised for good work/behaviour through:

- Verbal praise
- Positive phone calls home
- Positive emails home
- Praise postcards
- Rewards trips and treats
- Principal's Celebration Breakfast
- Celebration Assemblies
- PLEDGES Awards Celebrations

Appendix 4: Classroom Expectations

All students follow **READY** as they enter each classroom.

Students are expected to be responsible and bring basic equipment with them to school everyday:

NCA BASIC EQUIPMENT

Your pencil case should contain **at least**:

- 2 writing pens (black or blue)
- 1 green writing pen
- 1 drawing pencil
- Ruler
- Rubber and pencil sharpener
- Scientific calculator

All students are expected to bring their planner with them to school everyday. They will be asked to get it out and use it in form time, lessons and as part of their termly academic mentoring.

Appendix 5: Community Values and Consequences

Whilst **the vast majority** of students make a **positive contribution** to the school and **meet or exceed** these **expectations consistently**, in **some cases** there is a need to **remind and reinforce** the **high expectations** of the school community. If a student fails to meet our expectations out of lessons – e.g. between lessons, at break and lunchtimes - there are **clear consequences** to their actions. We also expect the same high standards of decency and behaviour when travelling to and from school. **We do not ignore misbehaviour**. Consequences should be applied **consistently and fairly** across the school. **Tutors will work with students** and their **parents** to **prevent recurrences**. **More serious incidents**, including bullying, are **dealt with** by **Senior Tutors** and **House SLT Links** with consequences applied at an appropriate level.

To support the embedding of the behavior expectations all staff will:

- **Model** the **attendance, punctuality**, **standard of dress** and **behaviour** expected from students
- Treat all children and adults with respect
- Speak politely to each other in lessons and around the school
- Start lessons promptly and with purpose/ end lessons on time
- **Build student confidence**, **resilience**, and **self-esteem** through **positive reinforcement**
- Deliver **regular reminders** through **form time** and **PSHE** supporting the **discrete teaching** of **positive behaviour**
- Adopt an attitude of unconditional positive regard for all students and **recognise student effort** and **achievements** and to **celebrate success**.
- Keep **families informed** about success, efforts, and achievements
- **Challenge unacceptable behaviour positively** and **assertively**
- Work in **partnership with parents** through **regular contact** to help improve behaviour
- Use **restorative approaches**, both in lessons and following any breakdown in relationship as a form of reparation.
- Use agreed **school systems** for monitoring, supporting, and reporting students including Curriculum and House reporting structures and the **Intervention Steps**.

Around school:

Staff should remind students to follow the 'Golden Rules':

- Arrive **on time**,
- with the **right equipment**,
- in **smart uniform**,
- treat **each other**, **staff** and the **site** with **respect**
- and follow the **NCA Way of being kind, confident, creative, ambitious and hardworking**

Uniform and Equipment notes:
Students can get all uniform issues resolved at the start of school. The House Office can provide replacement items (where available) and can contact home to support getting issues resolved promptly if the Form Tutor is unable to do this in the first instance. Daily tutor checks will highlight students who are not in correct uniform or do not have the correct equipment. Contact home by phone call or email to parents must be made in all these cases as the uniform and equipment policy is clear and parents are expected to support the school with this policy.

During lessons:

Lessons are expected to proceed in a way where low level disruption is rare. Staff are expected to:

- Be **in the corridors at all transitions** welcoming children into their classes
- **Plan well-structured lessons**, which stimulate learning.
- **Use marking and assessment** in a way that supports progress for students and is used to clearly identify and deliver the **next steps in learning**.
- Begin lessons with a clear **do now activity** that immediately engages students in learning.
- **Plan the seating of students** in a way that best promotes a positive climate for learning.

- Behave in a manner that builds a positive climate for learning by **praising publicly** the expected behaviours and using the **rewards system** to reinforce the **NCA Way each lesson** and using the **stepped consequences** system **calmly** and **consistently**.

To support staff in creating a positive climate for learning a clear and consistent stepped consequences system is applied as outlined in below. This is to be applied when initial behaviour management strategies have not been effective:

Remind – the student of the expectations quietly, ideally 1 to 1. Other strategies you may use at this stage include identifying the issue and supporting the student to remove any barriers, moving their seat in the room or moving another student. There is no need to record this on the MIS unless this is their formal verbal warning.

Reflect – Go outside the classroom with the student to reflect on their behaviour, asking them to step outside to think about what has happened that was not in line with our behaviour expectations. The teacher will use the **restorative questions** as a way of talking through what has happened. This is using a **shared common language** approach.

Resolve/Removal – Either use the On-Call system to ***reintegrate the student into the lesson*** with support from the on-call staff (if appropriate and agreed by the teacher) or send the student to the ***Shadow Timetable*** (with or without on-call support) where they will work in another classroom. Or if the On-Call member of staff feels that the student is too dysregulated then they will take the student to the ***Reflection Room*** for the remainder of the lesson to re-regulate. Where this is repeated behaviour in a certain lesson/subject the teacher will have a restorative conversation with the student in their after school catch-up. All behaviour incidents that have resulted in a catch-up will be recorded on the MIS.

Restoring through Removal – follow up: The SSA will contact home on the day to confirm the catch up and that the student is staying after school. The class teacher will contact home to discuss the incident and any next steps. A subject report will be considered at this stage (if no other report is already in place e.g. Achievement Report, BSP, PSP). If a student is removed more than once, then a subject report will be put in place and the Curriculum Leader will become involved.

On-call : The purpose of On-call is to provide the support of senior and middle leaders to class teachers in managing behaviour in their classrooms. On-call will be proactive and in the first 10 minutes of an on-call lesson, the member of staff on the rota will:

- Attend the highlighted lessons identified by the weekly On-call hot spots and information from Middle Leaders; this could also include checking in on any cover lessons identified that day
- When attending these lessons they will support the members of staff by:
    - ensuring that the class have all arrived, is settled and clearly engaged in the do now activity
    - identifying any students who may appear dysregulated and ensure they are settled and ready to learn
    - briefly supervising the class in the do now activity if the member of staff needs to have any 1 to 1 discussion with a student following a previous lesson
- Monitor the Call outs and attend any raised, agreeing the next steps with staff.
- Support in the re-regulation of students whilst in reflection room (whether this is allowing quiet time and space followed by a restorative conversation, calming activities or the completion of classwork in a quiet space).
- At the end of the On call lesson staff will ensure that any students who have been removed to the reflection room are ready to attend their next lesson and if necessary taken to their next lesson in a calm and purposeful way. Remind the student about attending their catch-up after school where they can discuss any issues further with their House team.

House Isolation – This will be used at the discretion of the SLT link to the house in discussion with the Senior Tutor. This will be managed by the SLT link/House team and will involve the student being supervised for the full time by this team throughout the day with work done at the back of lessons / in the house office. The student will also have a supervised break/lunchtime in the House Office.

Truancy, multiple consequences, failed catch-ups – any instances of truancy, missed catch ups or multiple consequences (2 or more) in a day will result in a **1 hour after school catch-up** which will take place in the House area

initially, followed by the Reflection Room for the final 40 mins. Depending on the severity of issues built up over the day a more approrporiate sanction maybe decided. As students are informed by their teachers about catch-ups day they are expected to attend their House/Curriculum catch-up. If they do not attend, without good reason or if the catch-up is not completed properly then students will be House Isolated the following day. Where multiple consequences have built-up the House Team will review what support/intervention/alternative consequence may need to be put in place.

Action Taken	Who can use	Examples of behaviour types
Reflection conversation during lesson with class teacher outside the room	Class Teacher	Not meeting classroom expectations Eg disrupting the learning of others, failing to attempt work despite offers of support, refusal to follow instructions, unkind behaviour to others
Reintegration in Lesson (record on MIS)	On-Call Staff	Persistent failure to meet expectations after implementation of previous two stages – Remind and Reflect
Removal to Shadow Timetable (record on MIS)	On-Call Staff	
Removal to Reflection Room (record on MIS)	On-Call Staff	
Parent / Guardian Informed	All staff	Low level behaviours or follow up for attendance tracking and mobile phone use so parents can collect after confiscation
20 Min House Catch-Up (record on MIS)	All Staff	Being removed from class (disrupting learning), deliberate defiance, lateness to lessons, mobile phone/electronic device usage, inapprorpriate language, repeated uniform and equipment issues, chewing gum and unsafe behaviour.
1 hour House Catch-Up (record on MIS)	SSA, Senior Tutor, SLT Link	Truancy Multiple Catch-up consequences in a day Missed Catch-up
House Isolation (record on MIS)	SLT Link / Senior Tutor	Not attending detention Serious event agreed by SLT link
Curriculum Area Catch-Up – parental meeting (record on MIS – communication log)	Curriculum / Subject lead	Persistent consequences in specific subject area or persistent lateness to subject lessons but not others or persistent lack of homework or concerns over quality and quantity of work completion
Curriculum Area – subject report (record on MIS)	Curriculum / subject lead	Persistence of above in specific subject area and no change following parent meeting
Tutor Achievement Report/ Positive Behaviour Report/ Punctuality Report (record on MIS)	Tutors	High level of consequences or low attitudinal scores from report/ where there is a need to re-focus a student in lessons around positive behaviours being shown or building learning confidence/where a student is arriving persistently late to lessons.
Behaviour Support Plan (record on MIS)	Senior Tutor / SSA	Failure of Tutor Report or triggered by suspension
Pastoral Support Plan (record on MIS)	SLT Link / Senior Tutor / SSA	At risk of permanent exclusion following failure of BSP

Suspension and permanent exclusion will continue to be used in line with behaviour policy as published for persistent misbehaviour and serious one-off incidents.

Appendix 6 : Restorative & Trauma Informed Approaches

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible of any harm accept responsibility for the impact of their actions. These approaches provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability both in lessons and during social time. Use of the PACE (Playfulness, Acceptance, Curiosity and Empathy) approach when resolving issues and re-regulating students is effective.

This could be through:

- Affective questioning (in lessons) using WINE stems (I wonder, I imagine, I notice, I empathise)
- The use of micro scripts in lessons and community spaces (e.g. in reflective conversations with students)
- Restorative conversations (in catch-ups and/or by House teams when there is an issue that is not easily solved)
- Restorative conferences (used with higher level issues and when involving more than two people)
- Formal community conferences

Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

The restorative process is structured around key restorative questions:

- ✓ Can you help me to understand what has happened?
- ✓ Can you help me to understand what you were thinking/feeling at the time?
- ✓ I wonder if you were feeling/thinking…
- ✓ I imagine that…
- ✓ I noticed that…
- ✓ Can you help me to understand what you have been thinking since?
- ✓ Who do you think has been affected and how?
- ✓ What do you think needs to be done to make things right?

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.

As part of our trauma informed approach, our staff are encouraged to use the **P-R-R-R-R** approach as outlined below to build safe and trusting relationships with students and to allow them to move on from dysregulated situations:

Protect	Remove the students from the situation. Allow them to be “somewhere with someone”.
Relate	Take a connection before correction approach. Be curious, non-judgemental, and empathetic.
Regulate	Support the student to co-regulate. This might involve giving them a calming activity to bring down their stress levels.
Reflect	“Would you help me to understand?” Excplore ways with the student to respond differently in the future.
Repair	“What needs to happen to put things right?”. Use of restorative language/questions to allow reconnection and recovery.

Appendix 7a Support and Intervention Steps: Pastoral Needs

Regular Monitoring

Tutors review behaviour twice a week for form group using MIS reports discussing any issues with individual students	**SSAs** Review behaviour data weekly using MIS and discuss with Senior Tutor, highlighting any consistent or persistent issues

Early Intervention - Stage 1

Tutor Report - Targets set with student and communicated with parents (2 weeks - feedback to be shared weekly with parents regarding progress)

Behaviour Support Plan (BSP) - Stage 2

Senior Tutor Report - Targets Agreed with student and Parents, APDR Cycle 1 (16 weeks maxiumum - review every 4 weeks with the student and parents)

Pastoral Support Plan (PSP) - Stage 3

Senior Tutor/House Senior Leader PSP - Targets agreed with student and parents, APDR Cycle 2+ (Up to 16 Weeks - review every 2 weeks with student and parents)

Appropriate Provision

(could be part of PSP or to avoid Permanent Exclusion or Managed Move) Options include, but not limited to:

School of Core Achievement	Respite placement	Short term - after school school	Offsite Appropriate Provision or Olive Academy

Appendix 7b Intervention Steps: actions after an initial meeting with parents/carers

	Trigger (Emerging Pattern)	**What happens?**	**Monitored by (Bold – responsible person)**	**How long? (max)**	**How are parents involved?**	**Actions**
Potential Issues	Persistent lateness	Punctuality report	**Tutor**, SSA and ST	2 Weeks	Contact with home weekly	Record on MIS **Start** APDR Paperwork Tutor to review with student daily and update home weekly on progress.
	Poor attitude/behaviour in department area Multiple removals from lesson	Curriculum area report Agree targets with the student and Family	**Teacher and Subject Leader** Inform House team and Form Tutor	2 weeks	Contact with home weekly	Record on MIS **Start** APDR Paperwork Use of formal restorative between student and teacher If department report fails teacher and CL/SL meet with parents. Discuss possible removal from class for a short period of time.
Early Intervention	Poor attitude from report (x3 or more ATL scores of 3 or 4) Concerns regarding progress across a few areas	Achievement Report Targets marked on scale not meeting, partially meeting, fully meeting. **OR** Positive Behaviour Report Targets agreed. Positive learning behaviours identified in each lesson as a motivational tool and lessons rated on scale of not meeting, partially meeting, fully meeting the targets.	**Tutor**	4 Weeks Maximum	Contact with home	Record on MIS / APDR Review after two weeks. If no improvement send a progress report (roundrobin feedback from teachers – SSA can support) and begin process for ST escalation.
	Persistent concerns/poor attitude Poor achievement report to Form Tutor	Achievement Report Targets marked on scale not meeting, partially meeting, fully meeting.	**Senior Tutor/ Assistant SeniorTutor**/ Tutor	2 - 4 Weeks Maximum	Initial meeting Reinforcement of Partnership for Learning & agreement of targets and expectations	Record on MIS / APDR If report continues to fail begin formal BSP process. **Chronology on student and decisions that are made.**

					Report checked each morning by House Team Update home weekly on progress	Offer Early Help Assessment if you feel it is appropriate at this point. Review SEND provision and assessments.
	Isolations/Fixed term suspensions	Depending on nature of incidents and level of previous sanctions – Isolations/Internal suspensions or suspensions used as sanctions	**House team/SLT Link**			Work with the students (restorative conversations / social stories / SEND screening / library / career's meeting) Signed Agreement moving forward. SSA to discuss in Pathways Meetings.
Stage 2+ Deep Intervention	ST report showed insufficient progress	**BSP** Specific targets to tackle concerns that can change Meeting with parents on a 4-weekly basis Early Help Assessment form completed	Tutor/House Link **(House Link to lead meeting)**	8 weeks	Initial meeting Meeting after 4 weeks – check progress.	**Early Help Assessment – what are underlying issues? (Internal - External support)** Chronology on student and decisions that are made. Progress report to be used at each meeting (roundrobin feedback from subject teachers and form tutor) – adjust targets if necessary. Record report targets on SIMS / APDR. Review curriculum/groups etc. Complete BSP paperwork. SSA to discuss in Pathways Meetings.
	BSP showing insufficient progress. (2nd Meeting)	**BSP** Specific targets to tackle concerns that can change Meeting with parents on a 4-weekly basis Early Help Assessment maintained	**House Link** /SLT	8 weeks	Meeting at week 8 to decide whether to progress to PSP.	**Early Help Assessment – what are underlying issues? (Internal – External support)** Chronology on student and decisions that are made. Progress report to be used at each meeting (roundrobin feedback from subject teachers and form tutor) – adjust targets if necessary. Record targets on SIMS / APDR Complete PSP paperwork. SSA to discuss in Pathways Meetings.
	BSP showed insufficient progress	**PSP** 2 specific targets to tackle concerns that can change	**House Link / SLT Link**	16 weeks	Attend all meetings Sign PSP report Progress report	**Change of curriculum groups.** **SENDCo/Appropriate Provision lead to be involved if the timetable needs altering.** **1 week – Alternative timetable provision (consider using IAEP paperwork)**

		Meeting with parents on a bi-weekly basis Amend students' timetable if necessary for short/long periods	Education Inclusion Officer to be informed from CCC SLT Link to meet weekly with the student.			Early Help Assessment – what are underlying issues? (Internal - External support) Locality involvement. Chronology on student and decisions that are made. Progress report to be used at each meeting (roundrobin feedback from subject teachers and form tutor) – adjust targets if necessary. Record targets on SIMS / APDR. Complete PSP paperwork. Consider other interventions (STA referral, counselling, Younited referral, careers support etc). SSA to discuss in Pathways Meetings.
	PSP showing insufficient progress 8 weeks (4th meeting)	PSP 2 specific targets to tackle concerns that can change Meeting with parents bi-weekly basis Amend students' timetable if necessary for short/long periods (will know this at the 4th meeting) Ensure discussions are taking place in Link meetings (ST involved for information)	**SLT link – Assistant Principal** / EIO	Within 16 weeks	Attend all meetings Use BAIP paperwork – all parties must sign	**2 weeks – Alternative timetable provision (Use IAEP paperwork)** **Or a move within BAIP partner schools for a short period** SEND may be involved to review need. Change of curriculum groups. Chronology on student and decisions that are made. Progress report to be used at each meeting (roundrobin feedback from subject teachers and form tutor) – adjust targets if necessary. Record report targets on SIMS / APDR. Complete PSP paperwork. Consider other interventions (STA referral, counselling, Younited referral, careers support etc). SSA to discuss in Pathways Meetings.
	PSP still showing insufficient progress 12 Weeks (6th meeting)	2 specific targets to tackle concerns that can change Alternative timetable provision	**Vice Principal / AP/** EIO	Within 16 weeks	ALL meetings Parents need to sign that they agree the move.	**Consider a MANAGED MOVE (application required with Education Inclusion Officer in locality)** **Alternative Provision for KS4 students (CRC/HRC) part time or full time**

		Part timetable – could include targeted work experience				**Parent Partnership could be involved.** Change of curriculum groups. Chronology on student and decisions that are made. Progress report to be used. Use progress report to adjust targets if necessary. Record targets on SIMS / APDR Complete PSP paperwork. Consider other interventions (STA referral, counselling, Younited referral, careers support etc). SSA to discuss in Pathways Meetings.
	PSP showed insufficient progress 16 weeks (8th Meeting)	PSP 2 specific targets to tackle concerns that can change Further changes to timetable Alternative provision on or off site – could use support from BAIP school or seek Managed move	**Vice Principal / Principal/** AP/ EIO	Within 16 weeks	Use BAIP paperwork – all parties must sign	**Consider a MANAGED MOVE (application required with Education Inclusion Officer in locality)**

DE-ESCALATION STRATEGIES: If a student has successfully completed an BSP or PSP then they should be placed on an achievement report monitored by the tutor. This report should be positive and allow the student to still have the support of an adult on a daily basis.