



King Edward VII Academy

Positive Behaviour for Learning Policy

1. Introduction

1.1 This policy outlines the underlying principles and aims for managing behaviour at King Edward VII Academy. It is a working document that is designed to enhance the positive relationships between students, adults working in the academy, parents and the wider community.

1.2 When everyone abides by the principles and practices of good behaviour, students are able to learn properly, teachers are able to do their jobs effectively and everyone is able to work in a secure and safe environment.

1.3 The policy acknowledges the academy's responsibilities pertaining to:

- Students with SEN
- The safeguarding procedures of the academy
- The use of reasonable force

2. Principles, aims and key actions

2.1 Eastern Multi-Academy Trust has adopted the following principles around maintaining positive behaviour:

- Each young person is of equal value and potential and must be treated fairly, encouraged by adults and praised for their successes
- The curriculum, qualification and teaching methods must ensure equality of opportunity, attention to individuals and their needs and the maximisation of achievement and success
- Young people with special educational needs must be fully supported to achieve success
- High quality teaching and learning and an outstanding curriculum closely matched to needs and aspirations is at the heart of ensuring the commitment of young people and therefore improved behaviour and attendance
- Excellent standards of behaviour are to be insisted upon but also explicitly taught and students supported to understand the impact of their actions upon learning
- Excellent levels of attendance and punctuality are to be insisted upon and the impact of high and low attendance explicitly taught, with families supported to remedy poor attendance
- Expectations of behaviour and attendance must be made clear in all academy practices and systems for praise and sanctions must be common sense, fair and understandable to all
- Clear agreements must exist between each academy and every family to make plain expectations of one another and to provide the foundation for excellent communication throughout the family's time with the academy

- Bullying of any kind has no place in the Eastern Multi-Academy Trust Family of Academies and we will work with victims, perpetrators and their families to prevent further incidences and educate those involved about the harm bullying can cause
- Where things go wrong due to poor behaviour we will use restorative approaches wherever possible to ensure that all involved learn from the incident(s), harm is repaired and relationships rebuilt
- An inclusive approach will be taken wherever possible to avoid exclusion, though such sanctions will be used where necessary for the safety, wellbeing and success of others
- Safe and respectful behaviour, high standards of uniform and appearance and punctual attendance to school and to lessons are all foundations of success in our academies

2.2 In pursuance of these principles, King Edward VII Academy aims:

- To promote good behaviour for learning through an understanding that a positive learning environment leads to positive contributions by all
- To promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- To encourage consistency of response to both positive and negative behaviour
- To ensure that everyone's uniqueness will be recognised
- To create a safe learning environment with clear boundaries
- To motivate students using the structured VIVO reward system to recognise good behaviour, participation and achievement.
- To work in partnership with parents / carers to contribute to students' learning at the academy
- To provide the appropriate support and opportunities which enable students to reach and exceed their targets
- To monitor and expect the correct uniform and equipment – failure to arrive at the academy dressed in the correct uniform may result in a student being sent home
- To deal effectively with any concerns or complaints
- To seek, value and act on the views of parents / carers

2.3 In order to achieve these aims, the Academy must:

- Publish the behaviour policy on the academy website
- Ensure that the academy behaviour policy is clear and understood by staff
- Ensure that the behaviour policy is fairly and consistently applied
- Provide strong academy leadership of behaviour
- Provide a system of clear classroom consequences
- Have a clear system for rewarding positive behaviour for learning
- Support all staff in the application of the behaviour policy

3. Responsibilities – who needs to do what and how can we work together?

3.1 Student responsibilities

We want to encourage all of the students at the academy to succeed, in their positive behaviours as in any other aspect. The academy's expectation is that students:

- Take responsibility for their own behaviour
- Follow reasonable instructions from academy staff
- Follow the expectations of KES Academy classrooms
- Accept sanctions in an appropriate way
- Wear correct uniform
- Act as positive ambassadors for the academy when not on site
- Maintain regular and punctual attendance
- Bring the correct equipment to the Academy each day
- Work hard at the Academy and at home
- Use the internet and technology safely and responsibly
- Communicate honestly with staff and parents/carers
- Maintain a high standard of behaviour and organisation
- Be an integral team member of their House
- Respect themselves and their environment
- Have fun and participate in all activities
- Abide by the Home/Academy agreement

3.2 Staff responsibilities:

Consistent and clear application of the behaviour policy and skilful, sensitive handling of a range of situations by staff helps to create a positive environment. The academy's expectation is that colleagues:

- Work together to ensure high standards of behaviour at all times
- Implement the day-to-day management of the policy, guidelines and procedures
- Enforce the academy behaviour policy – including rules and disciplinary measures fairly and consistently – taking account of SEN, disability, the needs of vulnerable students and offering support where appropriate
- Establish, communicate and follow “Classroom Consequences” to ensure good behaviour, respect and discipline in all lessons
- Expect students and parents' cooperation in maintaining good behaviour standards at the academy
- Accurately record instances of good and poor behaviour on SIMS daily
- Establish a buddy system to support one another during lessons
- Keep parents informed of student behaviour – good as well as poor
- Model good behaviour at all times
- Ensure that lessons begin and finish on time
- Have strong routines
- Notify colleagues of issues that may affect their classes in a timely fashion
- Adhere to shared expectations in order to support one another, e.g. have seating plans, complete registers, follow presentation guidelines
- Complete Surgery reports and other behaviour-related documentation when requested to do so
- Attend case conferences as appropriate
- Abide by the Home/Academy agreement

3.3 Home Responsibilities:

Mutual support between the home and the academy is one of the foundations of developing good behaviour and dealing with any discipline issues. The academy expects families to:

- Support the Academy to ensure good attendance and punctuality
- Support the uniform policy, making sure that students come to the academy correctly dressed and equipped each day
- Support the Academy in maintaining high standards of behaviour
- Work with the Academy in using independent study to reinforce what is learned during the day
- Promote safe and responsible use of technology
- Maintain regular contact with the Academy
- Encourage participation and enjoyment in classes and clubs
- Encourage participation and representation for the House
- Abide by the Home /Academy Agreement

3.4 Governor Responsibilities:

Governors have high expectations of the academy staff and students and have a duty to monitor the effectiveness of this policy in helping to meet these expectations. Governors will:

- Ensure that the policy takes account of the needs of vulnerable students, complying with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination
- Hold the Academy to account for the implementation of the policy
- Review the behaviour principles regularly and take into account any legislative or other changes that will affect them
- Review the statutory guidance on behaviour and advise the Principal accordingly
- Ensure that the policy is shared with staff, pupils and parents at least once a year

4. Scope of this policy – where and when does it apply?

4.1 Subject to this policy, staff may discipline students for misbehaviour on academy premises or where they are otherwise under the lawful control of a staff member:

- During the school day, while on the Academy site
- While taking part in an off-site academy related activity
- Travelling to and from the academy at the start and end of the day, including buses, though the *responsibility* for behaviour on local authority transport remains with the local authority
- While wearing an academy uniform
- When behaviour poses a threat to another student or member of the public
- When behaviour could adversely affect the reputation of the academy

5. The basics - ensuring a successful start to every day:

5.1 At King Edward VII Academy we believe that many aspects of good behaviour and excellent learning stem from being properly prepared and being in the right mind-set to learn at the start of each day. This is the approach of 'getting the little things right'. To this end, we expect the following of students:

- Move directly into the academy. Once students arrive on site they are not to leave again until the end of the academy day unless permission is given by a member of staff in communication with parents / carers.
- Arrive at the academy fully equipped.
- Arrive in full uniform. Failure to do so may result in students being sent home or isolated for the day.
- Go to lessons when the first bell sounds
- Arrive to lessons having completed all homework. Persistent failure to complete homework could result in a student being placed on a monitoring book in order to monitor homework and classwork or other sanctions.

6. The basics - ensuring a positive start to every lesson:

6.1 Teaching staff have a responsibility to set the tone for successful lessons and prepare an environment conducive to learning. To this end, we expect the following of teachers:

- Meet students at the classroom door and welcome them
- Model positive ways of communicating with students
- Model positive behaviour for learning in the classroom, i.e. listening without interrupting
- Display seating plans so that all students know where to sit
- Prepare a starter activity to engage students as they arrive at the lesson
- Establish clear routines that involve students at the start of the lesson. i.e. identifying students who are responsible for giving out the books
- Understand in advance the needs of all students including those with statements of Special Educational Needs, Academy Pastoral Support Plans for behaviour, pupil premium and other specific, identified groups.

6.2 The use of mobile phones

- Students can use mobile phone at break and lunchtime but not for taking photographs
- All mobile phones should be out of sight and switched off in lessons. It should be confiscated until the end of the lesson if it is visible or not switched off.
- Students should not use mobile phones on corridors as this poses a health and safety risk.
- This is because phones can interrupt learning and nothing can get in the way of learning.
- There may be instances where teachers allow students to use mobile technology, including their own equipment, for particular learning activities.

7. Setting expectations across all lessons

- Outstanding behaviour is expected from all of our students.

8. Using skilful teaching to model good behaviour and prevent misbehaviour

8.1 After creating a safe and secure environment, the academy expects teaching colleagues' next and most crucial task in developing good behaviour is the modelling of what good behaviour looks like and the skilful prevention of poor discipline. This can be effectively built in the following ways:

8.2 In order to achieve high levels of positive behaviour for learning teachers should:

- Intentionally minimise embarrassment and hostility
- Develop and maintain respect at all times
- Be aware that teacher expectations affect the behaviour of others
- Follow up and follow through (being consistent whenever possible)
- Maintain eye contact, even if the student does not
- Use a respectful tone of voice
- Avoid overbearing body language
- Avoid argument with students
- Expect compliance rather than demanding it
- Use decisive verbal and non-verbal cues to convey expectations
- Give reasonable choices that allow students appropriate 'ownership' of situations

8.3 Decisive teacher actions can also prevent poor behaviour in many ways, including:

- 'Tactically ignoring' small moments of poor behaviour in the first instance
- Giving simple direction or restating a rule
- Imposing a sanction and allowing take-up time for the student
- Avoiding 'racing' through the 'Sanctions for Poor Behaviour in lessons', giving students the time needed to modify their behaviour

8.4 Discipline with Dignity is a key concept at the academy and whenever possible we expect staff to:

8.4.1 **Avoid Confrontation** - student behaviour is very rarely personal, and we ask staff not to argue with students, instead staying calm and repeating the instruction or request.

8.4.2 **Help students to back out of awkward situations** – we ask staff to allow students the opportunity to retract inappropriate statements in a 1:1 situation. If students apologise, then the relationship can be more easily rebuilt.

8.4.3 **Avoid sarcasm** – We expect staff not to belittle students through sarcasm, knowing that it is likely to lead to resentment and hurt, even if this was not the intention.

8.4.4 **Avoid 'labelling' language** – we expect staff to remember that labels stick and that it is inappropriate to use phrases such as "you're always rude". It should be made clear that it is only their behaviour that is unacceptable.

- 8.4.5 **Build trust** – it takes time to build trust, but when staff show a genuine interest in students and model this behaviour for others in the class, positive changes will occur.
- 8.4.6 **Build self-esteem** – we want staff to make efforts to say something positive and meaningful to students as often as possible. It should be remembered that students are often unused to hearing positive comments directed towards them.
- 8.4.7 **Repair and reconnect relationships** – There is no role for holding grudges in schools. Students' behaviour is not personal to staff, even though it may sometimes feel that way. We expect staff to repair and reconnect relationships, using simple techniques such as: having a quiet word at the end of the lesson to discuss what happened, thereby leaving on a positive note; smiling and saying goodbye at the end of a lesson; making sure to reconnect with the student at the next lesson, by greeting them as they arrive.
- 8.4.8 **Follow up on issues that count** - This is important because students will learn that staff will follow up on important issues and will do so consistently with all classes. Essentially, students will know when they are doing wrong and will expect a consequence.
- 8.4.9 **Be Genuine** – staff should use their strengths in the classroom to promote positive behaviour. Students appreciate honesty and will sense when a teacher is genuine.

9. Getting things back on track when things go wrong – the use of consequences:

"It is not the severity of the consequences that matters, but rather the certainty of the consequences that is important" Bill Rogers

- 9.1 The "Sanctions for Poor Behaviour in Lessons" chart can be seen below, at the end of Section 9.
- 9.2 The first two steps are designed to encourage a respectful relationship between teachers and students. When applied consistently and fairly across the academy all teachers and students will understand the relationship between behaviour and consequences.
- 9.3 The consequences have been designed so that they maintain the authority of the classroom teacher as far as possible.
- 9.4 It is possible to escalate sanctions to an After School Detention when the learning of other students is affected, however this will only happen when the classroom teacher has taken time to go through the first steps.
- 9.5 It is essential to allow students the opportunity to 'get it right', therefore the students must be given time to correct themselves at each stage.
- 9.6 Consideration will always be given to students who have additional needs regarding behaviour whether it is through a statement of special educational needs, an Academy Pastoral Support Plan or another valid reason. This should not be considered as inconsistent.

Sanctions for Poor Behaviour in Lessons

At King Edward VII Academy, we place the highest possible value on learning and will not allow this to be interrupted by poor behaviour.

POOR BEHAVIOUR

SANCTION

| | |
|---|---|
| <p>Low level disruption (eg: students talking off task, calling out inappropriately, arriving late, sitting in the wrong seat, minor squabble during group work, tapping equipment, swinging on chair, impolite gestures, too slow to get down to work, mobile phone in use or visible)</p> | <ul style="list-style-type: none"> • If needed, remind students of the highest expectations about good behaviour so that all students can learn well. If needed, a reminder about mobile phones – ‘Please ensure that if you have a mobile phone it is not seen and not heard’ • Verbal warning for low level disruption • C1 If low level disruption continues, the teacher will issue a 20 minute detention to take place when suitable for the teacher. This is recorded in SIMS to allow patterns of poor behaviour to be established |
| <p>Significant disruption to learning of others (eg: student continues to call out, student continues to prevent another student from learning, teacher is prevented from teaching)</p> | <ul style="list-style-type: none"> • C2 Formal warning and 50 minute department detention. This is recorded in SIMS by the teacher. Teacher should contact home |
| <p>Second instance of significant disruption to learning of others</p> | <ul style="list-style-type: none"> • C3 Student is removed, this is recorded In SIMS. The student will still complete the 50 minute department detention. Classroom teacher should contact home |
| <p>Serious rudeness or defiance or other serious one-off incident</p> | <ul style="list-style-type: none"> • C4 This is recorded in SIMS. The Head of Year will decide on further action. They will take guidance from the Assistant Principal. The member of staff involved and the Head of Year will contact home. If extremely serious, a one-off incident could put a student’s place at the academy at risk |



King Edward VII Academy

10. Detentions

10.1.1 At King Edward VII Academy detentions are a time for students to reflect on their behaviour. On occasion it may be deemed reasonable to offer a like-for-like sanction as part of the detention. For example, in instances where the detention has been set for vandalism it may be that students are asked to repair the damage that they caused.

10.1.2 Although parental consent is not required for detentions, King Edward VII Academy will always try to inform parents and carers when they have been set and for what reason.

10.1.3 At King Edward VII Academy after school detentions are held with the classroom teacher with the hope of building the relationship between the pupil and the teacher so that the same pattern of behaviour is not repeated.

10.2 In addition to the above, we follow our other sanctions list

11. Other Sanctions

11.1 Failure to attend a teacher or department detention without good reason; Student will be placed in Head of Department detention as well as completing the teacher or department detention. This is recorded in SIMS

11.2 Failure to attend Head of Department detention will mean the student loses their social time for a week. The Head of Department detention must still be completed. This is recorded in SIMS.

11.3 Failure to do homework on time without good reason; Student is placed in 20 minute detention with the teacher. This is recorded in SIMS. The homework should be done in the detention if it has not already been completed. If a student persistently fails to do homework, he/she will have an extended day for a period of time in Homework Club to catch up on work missed.

11.4 Truancy; Students are booked into an ALT detention to catch up work the following day by the Head of Year who lets Sandra Harvey know. Head of Year logs this in SIMS and contacts home.

11.5 Unpleasantness to another student(s); this will depend on the severity of the incident and the member of staff will judge whether to issue a sanction or discuss possible actions with another member of staff. If more than a verbal warning is issued, the incident will be recorded in SIMS. Home to be contacted by the member of staff who deals with the issue

11.6 Serious rudeness or defiance or other serious one-off incident outside lessons; This is recorded in SIMS and the Head of Year will decide on further action. If extremely serious, a one-off incident could put a student's place at the academy at risk

11.7 Mobile phone visible or in use between lessons; If mobile phone is visible or in use, student told to put it away

11.8 Late to school for no good reason; Same day detention at break time with attendance team.

If a student is persistently late, they may have an extended day to catch up work missed for a period of time to be determined by the Head of Year

12 Dealing with uniform issues

If there is a genuine reason for wrong uniform, the student must have a note from her/his parent for that day. A student without a note should be sent to the year office at any point in the day. All members of staff take responsibility for ensuring the highest standards of uniform.

If the student doesn't have a note from home, Head of Year will phone home to ask either that correct uniform is brought in or that the student can go home to get correct uniform. HOY will record this in SIMS

If uniform can be brought in, the student can start Period 1 and is given a note to take into the lesson.

When the uniform is brought in, it is taken to the student towards the end of the lesson so that she/he can change into it

If the parent can give a genuine reason on the phone for the wrong uniform and there is good reason why the parent can't bring in the correct item or the student can't go home to change, HOY will give the student a note for that day and she/he returns to lessons

If a student has no note and no-one at home can be contacted, HOY will give the student a note for that day and she/he returns to lessons.

A student with inappropriate make-up or jewellery on will have to remove it. The member of staff records this in SIMS

If a student causes persistent uniform problems, the HOY will decide on next steps

If a member of staff is unclear about whether an item of uniform is acceptable, the query should be referred to the Assistant Head i/c uniform for a decision and this will be final

13 Persistent Poor Behaviour

If a student persistently behaves poorly, he/she will receive support to improve. This will include support from the form tutor, the Head of Year and any other appropriate 1:1 support

Form tutor report – completed via SIMS. Printed off at the end of a week – reviewed. Copy sent home and copy to be placed on file in the Year Office. Failure on a form tutor report or a Head of Department report will lead to a Head of Year report. Parents need to be contacted.

Head of Department report – completed via SIMS. Printed off at the end of a week – reviewed. Copy sent home and a copy placed on file in the Year Office. Parents need to be contacted

Head of Year report – completed via SIMS. Printed off at the end of a week – reviewed. Copy sent home and copy placed on file in the Year Office. Failure on a Head of Year report will lead to the establishment of a PSP.

If the poor behaviour continues, the Head of Year will decide whether the student should go onto a PSP for further support. The Head of Year will set this up by meeting with the student and the parent (if able to attend). The PSP will last for 6 weeks and include the possibility of a part-time normal lesson timetable

and/or alternative timings for the school day

If the PSP is not successful, there will be a graduated approach beginning with an initial Panel Meeting with the student, parent, Head of Year and GJR to set targets for rapid improvement over 3 weeks. A referral will be made to the SSSfN.

If there is no/insufficient improvement, the academy will consider the next steps which could include an alternative placement

14 Behaviour Support

At King Edward VII we recognise the additional needs of students who exhibit poor attitudes towards their learning and prevent others from making progress during lessons. These students are identified through daily meetings between ALT and Heads of Year as well as monthly monitoring of behaviour points on SIMS. When students have been identified, Heads of Year request additional information from teaching and support staff and develop a personalised approach to support the behaviour for learning.

Meetings with parents and carers:

- where a student's behaviour is causing serious concern the Head of Year will contact parents to arrange a formal meeting
- at the meeting an Academy Pastoral Support Plan will be implemented

The Academy Pastoral Support Plan will:

- Be written in conjunction with students and their parents / carers
- Identify issues at the academy
- Identify issues at home
- set targets
- identify academy support
- identify home support
- be circulated to staff in the form of the targets set
- be reviewed fortnightly / monthly / half termly as needed
- cease, if the student achieves their targets regularly
- be reviewed and re-implemented, if the student's behaviour deteriorates afterwards

We will instigate a referral to the Short stay School For Norfolk in conjunction with parents and students for:

- Educational Psychology report
- Clinical Psychology report
- Parental Support Advisor support
- 1:1 behaviour mentoring at the academy for 6 weeks
- Sessions at SSSfN (weekly or twice weekly) for 6 weeks
- Permanent placement (leading to the student being removed from the roll at KES Academy)

One Page Profiles:

- Where students have a statement of Special Educational Needs pertaining to behaviour they will, in accordance with the Academy SEN Policy, a One Page Profile with specific and individual details documented.

The Student Support Centre:

The purpose of the Student Support Centre (SSC) is to provide a setting where we can deliver provision for the following needs of our students;

- Reducing the number of students who are regularly removed from lessons.
- Increasing the capacity to support students who have fallen behind in their studies.
- A space to reintegrate non-attenders and those with attendance issues.
- A space for academic groups to use, stretching the more able.
- A space for safe time out for those students who are most vulnerable.
- Support for those experiencing vulnerability temporarily: behavioural, emotional.
- Careers advice.
- A space for listening.
- A setting for restorative justice sessions.
- Integration of students on in year transfers.
- Reintegrating students who have been subject to exclusions.

STEPS/STEP ON – We now have 25 fully trained members of staff who are trained on de-escalation techniques (STEP ON) and we recommend that this approach is used wherever possible.

15 Restorative Approaches: repairing harm through reflection and accepting responsibility

- a. **King Edward VII Academy believes that a restorative ethos and restorative practices should underpin any work with young people and families. We seek to build relationships, maintain relationships and repair relationships when harm has been caused.**
- b. A restorative ethos is characterised by behaviours which evidence a willingness to actively communicate, both in expressing feelings within the working context, and listening to those expressions. Within a restorative ethos efforts are made to repair any harm and to continue to build and maintain effective working relationships.
- c. At King Edward VII Academy we ask all staff to use a form of the following questions when dealing with classroom or corridor instances, whenever possible:
 - Perspectives: What happened? What's up?
 - Emotions: What were you thinking / feeling when it happened?
 - Empathy: Who has been affected by what's happened – how?
 - Awareness: What do you need so things can be put right and you can move on?
 - Trust: What needs to happen now to repair the harm / put things right?

The above approach to reviewing instances of poor behaviour focuses upon understanding the impact of poor behaviour, i.e. harm, and putting things right. Importantly, the approach does not extend into debates about motivations for actions (“why...”) or the apportioning of blame (“it was your fault...”) as such debates more often than not lead to further difficulty, argument and avoidance of responsibility. It must be noted also that some students may not know or understand their motives for behaving in a certain way, making such a debate a fruitless one.

16 Restorative Conferences

Where significant harm has been caused a restorative conference may be arranged. This may involve harm between:

- Students
- Students and teachers
- Students and support staff
-
- A neutral member of staff will chair
- All parties will be heard in turn, without interruption
- All parties will know that they can safely disclose their harm without fear of retribution
- Harm will be repaired
- A strategy will be agreed which allows all parties to move on with dignity

17 Wider Support: Safer Schools Partnership Officers

The Safer Schools Partnership is an initiative which looks to improve relationships between local police officers, schools and local authority partners and at the same time, reduce anti-social behaviour and incidents of crime in and around schools. Officers work to enhance young people’s sense of community, building good relationships, trust and mutual respect with them.

At King Edward VII Academy the SSP Officers:

- Patrol the front and back drives at the start and end of the day
- Have a presence in the dining areas at lunch and break time
- Patrol the corridors during lessons to prevent internal truancy
- Deliver assemblies
- Deliver parts of the PSHE Curriculum
- Deliver specific, targeted messages to different year groups such as Young Driver Safety to Y11
- Meet with Pastoral Directors weekly to discuss emerging issues
- Mentor challenging, identified students
- Accompany Pastoral staff on home visits where student attendance is an issue
- Attend / chair restorative conferences where appropriate
- Attend all return from exclusion meetings where the offence was violent

18 Dealing with sustained or serious misbehaviour: Fixed Term Exclusions

Fixed term exclusions can only be issued by the Principal and in his absence the Vice Principal. All fixed term exclusions follow national and county guidelines.

Parents or carers will be invited by letter to attend a return from exclusion meeting with the student's Head of Year, Seminar Tutor and/ or a member of the Academy Leadership Team. If parents are unable to attend then a home visit can be arranged.

At this meeting students will be made reminded of academy expectations for behaviour and a support plan will be completed.

Following the meeting, students will spend their first lesson back in the Student Support Centre completing work from their teachers.

19 Dealing with sustained or serious misbehaviour: Managed Moves

- d. Managed Moves are a form of early intervention and are suitable for young people whose behavioural issues are emerging rather than fully developed.
- e. Typically a young person undergoing a Managed Move would fulfil some of the following criteria:
 - Displays persistent disruptive behaviour
 - Has had one or more short fixed term exclusions or equivalent – but has not progressed to longer exclusions.
 - Has engaged with a range of school based interventions but has been unsuccessful.
 - Has begun a Pastoral Support Plan
- f. The Academy can request a managed move from the Short Stay School for Norfolk at any time, but this must be done with the consent and agreement of the young person and parent/carer.
- g. When the Short Stay School for Norfolk receives a referral for a Managed Move the local Admissions and Reintegration Officer will attend a meeting at the school to look at the suitability of the young person for the move. This will include completing a risk assessment.
- h. The final decision on whether a Managed Move is suitable lies with the Short Stay School.
- i. If the move is considered a suitable option the Admissions and Reintegration Officer will then find a suitable local school where they feel the young person has the most opportunity to be successful.
- j. A meeting is then held between the schools involved and the young person and family to agree the move. This meeting outlines the practical elements of the move as well as the success criteria.
- k. Upon everyone agreeing to the terms of the move the young person will commence a 4 week trial at the new school.

- l. During the four week trial the young person is dual registered between the two mainstream schools.
- m. Upon successful completion of the trial the child transfers fully to the roll of the receiving school. Should the trial be unsuccessful the child returns to the roll and responsibility of the original school.

20 Dealing with sustained or serious misbehaviour: Permanent Exclusion

- n. A permanent exclusion can only be issued by the Principal and must be reviewed and ratified by a panel of Governors. All permanent exclusions must follow county and national guidelines.

<http://www.gov.uk/government/publications/school-exclusions>