



Tudor Grange Academies Trust

Behaviour and Discipline Policy

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1 Introduction

- 1.1 The Board of Tudor Grange Academy Trust has the duty to lay down the broad strategy for maintaining a high standard of student behaviour and discipline in Tudor Grange Academies. The Trust and all schools within it are committed to providing a high quality, academic and

creative education and an environment that upholds high expectations for every student, while providing the structure and support needed to both promote these values and instil them in our students.

- 1.2 The Board has delegated to each Academy the responsibility for a localised detailed approach to meeting the Trust's expectations. This Policy is in line with Department for Education (DfE) Guidance around behaviour and discipline.
- 1.3 The Board of Tudor Grange Academy Trust expects:
 - 1.3.1. all students to show respect and courtesy towards teachers and other staff and towards each other;
 - 1.3.2. Principals/Heads of School to prevent and deal with all forms of bullying (see Anti-Bullying Policy) in a timely and efficient manner;
 - 1.3.3. parents to encourage their children to show respect and support the Academy's authority to discipline its students;
 - 1.3.4. Principals/Heads of School to help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the Academy;
 - 1.3.5. local Trustees and Principals/Heads of School to deal with allegations against teachers and other Academy staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
 - 1.3.6. that every teacher will be good at managing and improving pupil's behaviour and will be well supported by the senior leadership team at the Academy to help them achieve this;
 - 1.3.7. that every student is taught common routines which are expected in all aspects of the Academy.

2 The Board of Tudor Grange Academy Trust's statement and policy

- 2.1 Tudor Grange Academy Trust has charged each Local Governing Body with the duty to set the framework of the Academy's policy by providing a written statement of general principles relating to discipline, considering the needs of all students. Tudor Grange Academy Trust expects each Academy to establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority. It will be reviewed annually, or more frequently if necessary.

3 Vision and values

- 3.1 The vision for all academies reiterates the Tudor Grange Academies Trust mission, acknowledging that strong curricular provision and excellent teaching are the backbone to good behaviour management.
- 3.2 The Trust will support Principals or Heads of School in establishing strong school behaviour cultures so that staff are able to teach in a calm and safe environment, and that every child will benefit from a high-quality education that allows them to flourish and pave the way to a successful future.
- 3.3 The Trust expects its academies to have the right systems in place and that all staff have the right skills to manage poor behaviour and provide support where children need it.
- 3.4 The Trust expects its Academies to fully commit to providing an academic and creative education. We will ensure all students leave the Academy ready to take on the world. We believe that students will be prepared for their role and place within society should they practise our core TUDOR Values. These are:

Tolerance	Tolerating the thoughts of others; being kind, patient and thoughtful
Unity	Working together as a member of the academy community to make it great; being hungry for knowledge and wearing your uniform with pride; moving calmly and purposefully to, from and around the Academy
Democracy	Listening, being optimistic and logical and utilising Student Voice as the channel for instigating change
Opportunity	Being creative and determined; challenging yourself to try new things and broaden your horizons
Respect	Being well mannered, self-controlled and disciplined, listening and responding to staff and students positively

4 Rules and Code of conduct

- 4.1 The Principal/Head of School of each Academy will draw up and review periodically a positive and constructive set of Academy rules. These rules will:
- 4.1.1. promote self-discipline and proper regard for authority among students;
 - 4.1.2. outline expectations on uniform, jewellery, hair and make-up regulations;
 - 4.1.3. set out clear routines and expectations for the behaviour of students across all aspects of Academy life, not just in the classroom;
 - 4.1.4. encourage good behaviour and respect for others, and prevent all forms of bullying among students;
 - 4.1.5. clearly define procedures and consequences that are applied consistently and fairly by all staff;
 - 4.1.6. regulate students' conduct.

5 Sanctions

- 5.1 The Trust expect all disciplinary penalties to be applied fairly and consistently. None of the Academy's punishment must be degrading or humiliating. High standards of student behaviour and discipline provide a positive environment in which teachers can teach and students can learn. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. We should expect these high standards at all times, but the list below represents the most common sanctions against less than acceptable behaviour:
- 5.1.1. rebukes to individual, group or class;
 - 5.1.2. movement to another seat;
 - 5.1.3. entry in student planner;
 - 5.1.4. penalty mark;
 - 5.1.5. report to teacher at break time/lunchtime/end of day;
 - 5.1.6. written punishment e.g. additional or reattempt work;
 - 5.1.7. referral to Curriculum Leader/Lead Teacher/more senior teacher;
 - 5.1.8. isolation in another class, 'hot spot';
 - 5.1.9. referral to group tutor;
 - 5.1.10. monitoring of student planner;

- 5.1.11. placement "On Report" - parents informed;
 - 5.1.12. parents asked to visit Academy, joint monitoring by parents, tutor and/or Learning Mentor as appropriate;
 - 5.1.13. detention – including in-school community service detention:
 - 5.1.14. placement on 'Targeted Action Plan' or 'Personal Support Plan'
 - 5.1.15. Tudor's Alternative To Exclusion (TATE):
 - 5.1.16. internal isolation/suspension/consequences centre:
 - 5.1.17. fixed term suspension;
 - 5.1.18. permanent exclusion.
- 5.2 A points system will track behaviour and trigger further support procedures when key milestones are met.

6 Positive Behaviours and Rewards

- 6.1 Rewards are important in celebrating student excellence and effort. They are public recognition for where students uphold the ethos and values of their Academy. They are used to celebrate student achievement and are an important part of sharing the school's ethos and maintaining student motivation and endeavour. This system will be outlined in the local annex for each Trust school.
- 6.2 It is the responsibility of each school and every member of staff to help shape student behaviour. Staff will understand that good behaviour needs teaching. In lessons, the teacher will apply a range of routines to deliver the 'behaviour curriculum' including approaches to lead and guide students in the behaviour that they wish to see from the students to allow for excellent learning to take place. Such as:
- Greeting students at the door.
 - Students sit in a seating plan.
 - Register is completed in the first 5 minutes of the lesson
- 6.3 Routines also play a vital role in delivering the taught behaviour curriculum and are used to guide students in the type of behaviours and habits we wish to see in the classroom and around school. Examples include:
- Getting equipment out / ready
 - Lesson starter activity
 - Use of verbal and non-verbal cues
 - Embellished countdowns
 - Spotighting positive behaviour
 - Reflective questioning
 - Use of praise and rewards
 - Checking uniform and standards
- 6.4 Graduated responses to behaviour should be clear and referenced in each school's local annex.

7 Responsibilities of the Principal/Head of School

- 7.1 The Principal/Head of School's role is to establish and maintain a behaviour policy that promotes self-discipline, respect for others and proper regard for authority. The Principal/Head of School, when determining the behaviour policy, must do so with a view to ensuring that students complete any tasks reasonably assigned to them in connection with their education.

- 7.2 The Principal/Head of School will determine measures (including the making of rules and provision of disciplinary penalties) to be taken, with a view to:
- 7.2.1. promoting self-discipline and proper regard for authority among students;
 - 7.2.2. encouraging good behaviour and respect for others, and preventing all forms of bullying among students;
 - 7.2.3. teach students the expectations and routines that are desirable in all aspects of the academy, so they become the 'social norm' and performed habitually;
 - 7.2.4. ensuring that the standard of behaviour is acceptable; and
 - 7.2.5. otherwise regulating the conduct of students;
 - 7.2.6. provide structures and training to support staff in ensuring the policy is consistency and fairly applied;
 - 7.2.7. monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- 7.3 The Principal/Head of School is required to follow the Trustees' statement of principles and have regard to any guidance given by the Trustees.
- 7.4 The Principal/Head of School must also determine the standard of behaviour regarded as acceptable, in so far as the Tudor Grange Academy Trust have not determined it. The measures can, to such an extent as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the Academy staff. This includes rules governing behaviour to and from the Academy and on work experience.
- 7.5 The Principal/Head of School is required to set out the behaviour and discipline policy in a written document and to consult the LGB before publishing it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

8 Responsibilities of Staff

- 8.1 rigorously and continuously monitor attendance and punctuality;
- 8.2 address attendance and punctuality concerns and celebrate student success;
- 8.3 know the Academy's standards of behaviour and promote the Tudor Values;
- 8.4 support the standards of the Academy publicly;
- 8.5 apply the lesson expectation system routinely and consistently;
- 8.6 set an example to students by their own behaviour;
- 8.7 know and consistently apply procedure for rewarding good behaviour;
- 8.8 know and consistently apply procedures for dealing with misbehaviour;
- 8.9 apply standards in their own classrooms, including any agreed Academy or departmental routines for classroom conduct;
- 8.10 be aware of and apply principles of effective classroom practice;
- 8.11 take responsibility for maintaining standards outside the classroom;
- 8.12 take responsibility themselves using supporting procedures only as necessary; rather than as a first recourse;
- 8.13 never to ignore poor behaviour, whether within or outside the academy, responding appropriately according to circumstances.

9 Responsibilities of Trustees

- 9.1 fulfil the requirements of the law in relation to Trustees' responsibilities regarding attendance and discipline in the academy;
- 9.2 contribute to the formulation or review of the academy's attendance and behaviour policies including the setting out of expectations about student behaviour;
- 9.3 judge the academy both by directly observed behaviour as well as third party perceptions about student behaviour;
- 9.4 judge the academy on its attendance, particularly the attendance of specific groups;
- 9.5 take positive steps to attempt to understand the complexities of ensuring high standards of student behaviour and attendance and the challenge this presents to the academy staff;
- 9.6 support the head and staff in the operation of all attendance and behaviour-related procedures pertaining to the day-to-day running of the academy;
- 9.7 If appropriate, to assist in the monitoring and evaluation of standards of behaviour;
 - 9.7.1. celebrate positively the standards expected and achieved by our students, both within the academy, on the board and in the wider community;
 - 9.7.2. monitor the functioning of the academy behaviour policy by analysis of a range of available indicators;
 - 9.7.3. receive any representations by parents regarding the suspension of their child;
 - 9.7.4. ensure a fair and consistent application of the policy regarding permanent exclusion.

10 Detentions

- 10.1 Detention is one of the sanctions which can be used by an individual Academy. Schools and academies have clear legal authority to detain students without the consent of parents, however as a courtesy to parents it is expected that academies will provide a minimum of 24 hours' notice for curriculum and college detentions through Bromcom notifications.
- 10.2 The Trust expects its individual academies to set out all detention procedures and protocols clearly in the Behaviour policy. Detentions will be applied fairly and consistently.

11 Action taken to prevent a suspension

- 11.1 The Trust expects its individual academies to set out all TATE procedures and protocols clearly in the Behaviour policy. The Trust will support all academies in the implementation of TATE [Tudor's Alternative to Exclusions] if this model is required. This approach is aimed at targeting disengagement of our most vulnerable cohorts and rising rates of repeat suspensions, which have a negative impact on pupils concerned.
- 11.2 The Trust aims to reduce the use of suspensions through the TATE system. This means suspended children are kept on site during suspensions. During this time, they are suspended from lessons and are taught separately to their peers under supervision.
- 11.3 Successful reintegrations will end in a contract being signed, outlining and reinforcing specific expectations. Unsuccessful reintegrations could result in further suspension from the wider school community, either in TATE or externally. If parents fail to attend the reintegration, students will remain in isolation until the meeting has taken place between all partners.

12 Graduated approach to behaviour management and intervention

- 12.1 The Trust expects its individual academies to implement a 'graduated approach' to behaviour management. The approach must be clearly organised and provide a clear progressive pathway of interventions. This system will be outlined in the local annex.
- 12.2 Reasonable adjustments are 'changes made' to ensure that students who require additional support can participate in their education. Schools must make special educational provision for students with SEND and those whose behaviour-related learning difficulties call for it to be made. Schools should be alert to the potentially disproportionate impact of the behaviour policy on vulnerable children. Where the misbehaviour of students is related to a particular need the Principal/Head of School will make reasonable adjustments to enable those students to be included within the school community. Please note defining 'reasonableness' is important and does not require an Academy to compromise its standards on behaviour.
- 12.3 When considering reasonable adjustments, Principals/Heads of School should consider whether:
- 12.3.1. children with SEND or from difficult family backgrounds are at a substantial disadvantage, for example, they are likely to lack access to parental support and guidance or low expectations at home may manifest in school;
 - 12.3.2. this disadvantage could be avoided, for example by an alternative method of suspension which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a suspension.
 - 12.3.3. staff have received appropriate training in the nature of individual student needs, and how they should treat students with these particular needs including disabilities;
 - 12.3.4. appropriate help is sought to enable the Academy to make reasonable adjustments;
 - 12.3.5. the Academy has the resources to commit to assist in making reasonable adjustments; and
 - 12.3.6. making reasonable adjustments to Academy organisation to the timetable of particular students
- 12.4 All schools follow the Thrive approach when established in their school. Tudor Grange Academy Trust acknowledge the importance of supporting pupils' emotional wellbeing to support them to achieve. We encourage all stakeholders within the Trust to adopt approaches to engage positively with children and young people. This will actively contribute to the development of healthy and supportive staff-pupil relationships and to the development of pupils to have a healthy sense of self. In the first instance, all professionals interacting with pupils should model mutual respect, encourage individuality, and value the personal success of our pupils in all areas of their lives.
- 12.5 Within our classrooms, we adopt the PACE approach. PACE stands for Playful, Accepting, Curious and Empathetic.

Playful	Promoting being together in an unconditional way, gives the message that the relationship is stronger than things that go wrong.
Accepting	Unconditional acceptance is fundamental to promoting a sense of safety because it shows that you have connected with pupils' feelings without judgement, and without seeking to reassure their feelings away.
Curious	Be curious about a pupils' thoughts, feelings, wishes and intentions, supports them learning that other people can think about them in this way or that they can be held in mind by an adult without judgement.

Empathetic Showing empathy is acknowledging to children and young people that their feelings are important to us, and that we are alongside them in times of difficulty.

- 12.6 Using these principles in our classrooms, helps to promote pupils to experience a feeling of safety in the interactions they have with staff. Children and young people need to feel that adults around them have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas. Therefore, when they feel safe and connected to the adults around them, they engage more positively and actively with their learning.
- 12.7 Acceptance and empathy are the Emotional A&E of the classroom. They are at the heart of a child feeling safe at school, which reduces conflict, stress, and withdrawal.
- 12.8 For some pupils, managing feelings and emotions can be challenging. The Thrive Approach helps us to understand how we all develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy childhood and adolescent emotional development looks like and clarifies what the role of adults should be in facilitating a child's development at each of the different developmental 6 strands. Children and young people who have experienced interruptions in their emotional development, will need adults to support them in understanding their feelings and reactions, particularly in times of distress. The model acknowledges that all behaviour is a communication of an unmet need or feeling and gives us a way to interpret children's behaviour. Thrive promote the use of Vital Relational Functions (VRFs), when supporting pupils at these times: **Attune, Validate, Contain, Regulate**.
- 12.9 It is vital that all staff use VRF's when supporting pupils who are demonstrating negative feelings, emotions or reactions or during times of distress.

Attune Being alert to how the pupil is feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, or noises. Demonstrating an understanding of the intensity, pitch, pace, volume, expansiveness, or spatial experience of the child's emotional state.

Validate Be alert to the pupil's experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting. Separate their feelings from their reactions, these can be addressed once a young person is regulated

Containment Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or painful sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust with the pupil: in you, in adults and in the world.

Regulation Soothe and calm their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it. Recognising the positives

13 Serious Offences including bullying

- 13.1 For more serious incidents, the offence will be dealt with as soon as possible by the Curriculum Leader/ Lead Teacher and ideally on the same day. If necessary, a member of the Leadership Group may be contacted to agree further action. A record will be kept on the student's file and appropriate sanctions may include:
- 13.1.1. Same day detention after notifying parents
 - 13.1.2. Cooling off period in Academy
 - 13.1.3. Withdrawal from circulation at break and lunchtime
 - 13.1.4. Withdrawal from lessons (arranged by leadership Group only)
 - 13.1.5. Internal exclusion or TATE* (arranged by leadership Group only)
 - 13.1.6. Student placed on a TAP (Targeted Action Plan)
- 13.2 For some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a suspension may be an appropriate sanction. In some circumstances, a lunchtime only suspension may be considered a suitable option. The suspension must be authorised by a member of the Leadership Group. In all cases of more than a day's suspension, work will be set and marked.
- 13.3 If a further incident necessitating a suspension occurs the procedure should be followed with additional in Academy sanctions on return.

14 Suspensions

- 14.1 A decision to suspend a student will be taken on in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

15 Sexual Violence and Sexual Harassment

- 15.1 One-off incidents may be dealt with under the Academy's Behaviour and Discipline Policy or Anti-Bullying Policy.
- 15.2 Appropriate disciplinary measures may be taken by the Academy. If there is an ongoing police or social care investigation this must not be jeopardised, but the Academy may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) as part of their Behaviour and Discipline Policy and applying appropriate and proportionate consequences based on their own conclusions about what happened on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support alongside any disciplinary measures.
- 15.3 In cases of sexual violence, a risk assessment must be put in place immediately. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis.
- 15.4 If cases reported to the police result in a conviction or caution, this Policy will be followed. This may involve consideration of permanent exclusion
- 15.5 Rape or assault by penetration is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim, and possible other children at the school. Sexual assault may also consider permanent exclusion amongst any other suitable sanctions in light of this policy
- 15.6 Reports of sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note

that this does not necessarily mean that the offence did not happen or that the victim lied. Following such an outcome, the school can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the Safeguarding Policy.

16 Illegal Substances and Weapons

- 16.1 Any student involved in a drugs-related or weapons related incident is liable to be permanently excluded. This applies whether in the Academy, to and from the Academy, or on an Academy activity. It covers not only the taking or possession of drugs, but also involvement in the purchase, sale or passing on of drugs, even if the drug itself is not brought into the academy.

17 Searching, screening and confiscation at school

- 17.1 For any searches undertaken, there will always be two members of staff present (including where searches are undertaken on school premises by police). One of those members of staff will be acting as the appropriate adult (this may include the student's parents). The DfE guidance ([Searching, Screening and Confiscation](#), July 2022) is used.
- 17.2 Unless not reasonably practicable, the member of staff conducting the search must be the same sex as the pupil.

18 Use of Reasonable Force

- 18.1 Tudor Grange Academies Trust expects the behaviour policies of individual Academies to include the power to 'use reasonable force'. (Use of reasonable force: Advice for Headteachers, staff and governing bodies – July 2013 DfE) The approach to 'Use of Force' that must be clearly communicated to staff, parents/carers and students. There is no legal requirement to have a policy on the use of force, but it is good practice to set out, in the Behaviour Policy, the circumstances in which 'force' or 'reasonable force' might be used.
- 18.2 The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 18.3 'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 18.4 Restraint means to hold back physically or to bring a student under control. This is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

19 Alternative provision

- 19.1 Alternative provision can be defined as something in which a student participates as part of their regular timetable, away from the site of the Academy where they are enrolled, and not

led by school staff. The Trust support academies in using such provision to try to prevent suspensions, or to re-engage students in their education.

- 19.2 The Trust expects all individual academies to consider carefully what providers are available that can meet the needs of their students, including the quality and safety of the provision, costs and value for money. Academies should put the following procedures in place:
- 19.2.1. A personalised plan for intervention should be prepared by the school, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
 - 19.2.2. Plans should be linked to other relevant information or activities such as TAPs, PSPs or EHCPs for children with SEND.
 - 19.2.3. The academy must maintain on-going contact with the provider and student, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
 - 19.2.4. The academy must maintain a full record of all placements they make, including a student's progress, achievements and destination following the placement. This should also include the student's own assessment of their placement.

20 Off rolling

- 20.1 *Schools are permitted to remove compulsory-school-aged children from roll on the limited grounds set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended by the Education (Pupil Registration) (England) (Amendment) Regulations 2016.*
- 20.2 Removing a child from the school roll is a very important decision. Children who fall out of the education system are likely to have poor outcomes and may be exposed to increased risk of harm. The Trust expects all individual academies to follow the correct procedures to ensure that they do not breach their legal and safeguarding duties.
- 20.3 The Trust does not permit the 'practice of removing a student from 'roll' without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student'. Off-rolling in these circumstances is a form of 'gaming'." Students must not be removed from the school roll without authorisation from the Principal or Head of School or another designated person.

21 Elective Home Education

- 21.1 The DfE guidelines ([Elective home education: guidance for local authorities](#), 2nd April 2019) make it explicit that: *"Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them."*
- 21.2 Parents have a legal right to educate their child at home and are not required to have any qualifications or training to provide their children with a suitable education. The 1996 Education Act makes clear that it is a parent's duty to ensure his/her child receives suitable education in accordance with section 7. In addition, the Act provides that, generally, children are to be educated in accordance with the wishes of their parents.

21.3 If parents are considering home education because of a dispute with the school, the Trust expects the school to take all necessary steps to resolve the issue. The Principal/Head of School or another designated person should signpost the parent to the Local Authority EHE service for further advice and guidance to enable them to make an informed choice.