

Behaviour Policy



Review Date:

May 2023

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July 2023

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Responsible Directorate

Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

This policy is a mandatory generic Academy Transformation Trust Policy that applies to all of its schools and operating units including Academy Transformation Trust Further Education (ATTFE).

This policy is unedited from its Whole-Trust format and can be found on the Academy Transformation Trust website at www.attfe.org.uk. ATTFE adopts subsequent versions and updates in their entire form and format as they are issued or revised by the Trust.

For the purpose of clarity, the following expressions and terminology in this policy also apply to ATTFE as follows:

“Principal” shall also mean the Principal of ATTFE.

“Academy” or “School” shall also mean ATTFE.

“Local Academy Committee (LAC)”, “Governors”, “Governing body” shall also mean the governing body of ATTFE.

“Pupils”, “children”, “students” or “learners” shall also mean the 16-19 and 19+ adult learners who attend ATTFE.

“Parents” or “Carers” shall also mean the parents or carers of 16-19 ATTFE learners, and where applicable the parents or carers of adults with learning difficulties and disabilities who do not live independently.

“Teachers” shall also mean the ATTFE teachers/tutors, assessors and any other categories of teaching and tutoring staff.

“Teaching Assistants” shall also mean the classroom assistants and support assistants employed by ATTFE.

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1 | Introduction

- 1.1 The Academy Transformation Trust's (the Trust's") behaviour strategy is aimed at creating a warm strict culture with high expectations of behaviour and establishing calm, safe and supportive learning environments across its academies. We will model, explicitly teach and reinforce high expectations and routines to the young people in our care. Positive language and reinforcement will be used to create a culture where all can thrive. Setting high behavioural standards is key to upholding our Trust's core values and mission statement of transforming lives. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all our pupils, the support and interventions used to address poor behaviour and sets out the consequences that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's Exclusions and Suspensions policy, Alternative Provision policy, Anti-COCA policy, Drugs policy, SEND policy, Safeguarding policy, and Child Protection policy, all of which can be found on the Trust's website. It will be reviewed every 2 years by the Board of Trustees.

2 | Aims and Objectives

- 2.1 By setting high standards of expected behaviour, the Trust and its academies aim to:
- Uphold the Trust's core values and commitment to transforming lives
 - Promote a warm/strict approach to behaviour
 - Implement a Behaviour Curriculum that explicitly teaches behaviour and codifies the expectations
 - Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
 - Maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
 - Enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
 - Ensure every member of the Trust community feels valued, respected and treated fairly;
 - Provide an ethos and environment within which everyone feels safe;
 - Foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
 - Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;

- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 | Application of Policy

3.1 This policy applies to all members of the Trust community. The Trust uses management information systems, to track behaviour data for each academy. Each academy within the Trust will apply consequences within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.

3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the academy, staff will consider:

- Whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or
- The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

4 | Roles and Responsibilities

4.1 All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.2 **Board of Trustees**

The Trustees will work with the Central Team and the academy's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

The Chief Executive Officer

4.3 The CEO will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.4 Local Governing Body

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Principal on behavioural consequences and support put in place for pupils at the respective academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Principal. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.

4.5 Principal

Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.6 Staff

All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this through the academy Behaviour Curriculum, assemblies, tutor time and Morning meetings, Reconnection programmes, PSHE lessons, pastoral programmes, induction to the school including at non-standard entry points or reintegration
- Apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- Make reasonable adjustments for disabled pupils as required
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- Model positive behaviour and mutual respect

- Not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct through positive framing and de-escalation techniques
- Record incidents of poor behaviour and any given consequences in the pupil's behavioural log
- Provide simple affirmative, precise and positive praise, rewards and reinforce positive behaviour
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively
- Focus on de-escalation and preventative strategies rather than being solely reactive
- Consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils
- Contribute to the development of systems which support and reinforce positive behaviour, such as The ATT way)
- Recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need whilst still maintaining high expectations for all
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - More frequent engagement with parents
 - Home visits
 - Mentoring and coaching
 - Report cards
 - Time in a pupil support unit
 - Engaging with local partners and agencies to address specific challenges
 - Consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan
 - Designing and implementing an Individual Behaviour Plan with set targets and support strategies embedded within.
- Contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour
- Set, mark and monitor homework and provide facilities for children to do homework in the academy if required
- Send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed
- Engage with and attend regular training and development sessions to continually improve behaviour management and learn from best practice.

4.7 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- Support the academy in the application and enforcement of this policy;
- Sign and reinforce the Acceptable Use Policy and Home-Academy Agreement
- Inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- Ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- Work with the academy in support of their child's learning;
- Attend virtual or in person meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- Inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- Support their child in homework and other opportunities for home learning;
- Attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

4.8 Pupils

The rights and responsibilities of pupils are set out at the Appendix to this policy along with a list of the academy rules to which all pupils must adhere. Reminders of the academy rules and expected standards of behaviour are communicated around the academy. Pupils are expected to have a positive attitude and maintain high expectations for themselves and others. Pupils are expected to sign and adhere to the Acceptable Use Policy (from KS2) and Home Academy Agreement.

5 | Rewards

- 5.1 The academies believe that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour and reflecting the ethos of the academy. There will be opportunities in place for character development, as well as the issuing of rewards for exceeding expectations, overcoming challenges and adversity, attendance and making

significant progress. Academies will recognise and celebrate individual success and significant personal achievements.

6 | Consequences

6.1 Consequences are used as part of an intervention to prevent escalation or repeated misconduct. Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include de-escalation techniques, non-verbal intervention, positive reframing, positive intervention, lightning quick public intervention and private intervention. The academy will impose consequences (also known as 'disciplinary penalties') in response to pupil misconduct. All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of consequence will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of consequences in response to incidents of poor behaviour. Consequences are meaningful and relate to the outcome that is required, they are linked to the behaviour and not the child. These consequences include:

- Verbal reprimand
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring
- The setting of written tasks as reflection of behaviour and choices, such as writing lines or an essay
- Reflection time (detention)
- A Restorative conversation
- Loss of social time
- Requiring a written apology
- Confiscation of a pupil's property
- Extra work or repeating unsatisfactory work until it meets the required standard
- Academy-based community service or imposition of a task to take responsibility for actions, although this must not be done in a way that is humiliating, such as picking up litter, weeding academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular academy events such as sports day or prom

- Internal exclusion – removal from classes or group
- Removal from a class or groups
- Education off-site for a designated period
- Suspension or permanent exclusion.

6.3 Academy staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead, SENDCO or Pastoral Lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining their choices and consequences, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Academies recognises that behaviour is communication and can indicate an additional need. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children or social worker, where appropriate, regarding students' behaviour when necessary. When a consequence is imposed, parents will be informed through one of the Academy's communication methods, such as text message, MIS system, phone call, face-to-face conversation.

6.4 The academy encourages restorative justice and pupils are encouraged to apologise as part of this process for rudeness or a lack of respect, but this will not be used as a method of humiliation.

6.5 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Any form of bullying (to the extent not covered above)
- Indecent behaviour
- Damage to property
- Gambling on academy property
- Recording or taking images of pupils or staff without their express consent

- Consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which academy consequences and other interventions have not been successful in modifying the pupil’s behaviour
- Malicious allegations against staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent truancy/lateness
- Possession of items prohibited under the academy rules (see Appendix).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- Allow the pupil to emotionally regulate in a safe space.

6.8 Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:

- The detention may put the pupil at increased risk or compromise their safety
- The pupil has known caring responsibilities or religious requirements
- The detention timing conflicts with a medical appointment
- Parents ought to be informed of the detention
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

Off-site direction, managed moves and Alternative Provision may be considered as part of a planned intervention to support a pupil.

- Off-site direction is used as a short-term measure to improve a pupils' behaviour where in-school intervention and/or outreach have been unsuccessful or are deemed inappropriate
- A managed move takes place in agreement between the school, parents and new school. It initiates the process which leads to the transfer of a pupil to another mainstream school permanently. The academy will follow the local authority's procedures.

6.9 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 | Pupils with SEND

7.1 In the context of this policy, a child is considered to have Special Educational Needs or Disabilities (SEND) if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- Have a disability which prevents or limits them from accessing the curriculum; or
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient consequence for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective academy on the facts of the situation.

7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored

and reviewed. Please read the Trust's SEND policy and SEND Information Report for more information.

7.4 The respective academy will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 | Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that an appropriate adult is present at all times and will inform the pupil's parents of what is happening ahead of time, if possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

9 | Search, Seizure and Confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by nominated academy staff or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 9.2 Each academy Principal will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). Each academy Principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary action so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as consequence and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 9.4 A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the academy may impose a consequence for failing to follow a reasonable instruction.
- 9.5 Each academy Principal and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching

incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, e-cigarettes, tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective academy rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

9.8 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times. Before calling police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the pupil suspected of

concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should keep a record of any searches conducted on pupils on CPOMs and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

9.11 Some academies may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

10 | Use of Reasonable Force

10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan reviewed and parents will be informed as a matter of course. For further information see the Reasonable Force Policy.

11 | Bullying

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The Trust has a separate Anti-Child on Child Abuse Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does arise, the respective academy will:
- Take it seriously
 - Investigate as quickly as possible to establish the facts
 - Record and report the incident; depending on how serious the case is, it may be reported to the Principal
 - Provide support and reassurance to the victim
 - Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important

that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions

- Discuss the matter with both parties, bring them together and, where appropriate, educate the perpetrator on seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes consequences
- Ensure that if a consequence is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 | Child-on-Child Abuse

12.1 Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to consequences being imposed in accordance with the terms of this policy. See our Anti Child on Child Abuse Policy for more information.

13 | Complaints

13.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Appendix 1- Rights and Responsibilities of Pupils

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any consequences that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

Academy Rules

1. Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
2. Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
3. Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's uniform policy at all times to and from the academy.
4. Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
5. Do not use rude, derogatory, racist or defamatory language.
6. Do not bully, belittle, or intentionally harm other pupils or staff.
7. Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
8. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
9. Complete academy work and homework on time and to the very best of your ability.

10. Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
 11. Take care of academy equipment.
 12. Follow staff instructions (including, moving around the academy site in accordance to specific instructions).
 13. Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
 14. Report to the academy office if you arrive late, feel unwell or need to leave for an appointment.
 15. Follow the the academy expectations for break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
 16. Do not bring into the academy under any circumstances:
 - Alcohol and drugs including “legal highs”;
 - Vapes, e-cigarettes, cigarettes, matches, and lighters;
 - Chewing gum;
 - Weapons of any kind or instruments/substances intended to be used as weapons;
 - Material that is inappropriate or illegal for children to have such as racist or pornographic material;
 - Non-authorized electronic or recording devices;
 - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
 - Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
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Appendix 2- Academy Behaviour Principles

At ATTFE each student is valued as an individual. ATTFE will strive to:

- Treat you respectfully
- Help you choose the right course
- Help you fulfil your potential
- Teach you and support your learning effectively, and provide meaningful feedback
- Develop productive working relationships with you
- Give you the support that you need to succeed
- Set targets for you which are challenging but achievable
- Ensure assessments and reviews are clear and regularly carried out, with feedback provided
- Provide resources which meet your learning needs
- Liaise with parents, employers and outside bodies as appropriate to support your progress and provide information
- Provide advice and guidance on further progression opportunities, when your course finishes
- Deal promptly with any complaints you have.

All the Trust's policies are available on request. Forms for complaints are available from the campus receptions.

PLAGIARISM

The Trust and exam boards will not tolerate plagiarism or other forms of academic cheating. In addition to the normal checks we will actively sample student work with anti-plagiarism software. Any learner found to be cheating will face appropriate disciplinary procedures.

Please see Appendix Bv of this agreement for further information on academic misconduct

We want you to succeed on your course. You will need to:

- Behave in a way that shows respect for others and their right to learn and work
- Attend all timetabled activities punctually, and report/account for any absences or lateness
- Take responsibility for your learning by bringing all you need to classes and by participating fully in all learning activities and review processes.

- Make learning successful by:
 - Abiding by ICT usage policies (these will be provided for you to sign)
 - Completing your work to the best of your ability by agreed deadlines
 - Producing work which conforms to the plagiarism guidelines
 - Behaving in a way that ensures everybody learns productively
 - Working co-operatively with others
 - Seeking help when you need it and taking the support offered
- Play an active part in promoting Equality and Diversity by:
 - Refusing to take part in behaviour which degrades others
 - Reporting inappropriate behaviour
 - Refusing to take part in any behaviour that discriminates against others including bullying and harassment and to report any such incidents that you become aware of
- Help to make the learning environment a safe and pleasant place for all by:
 - Following all Health and Safety guidelines
 - Taking care of buildings, furniture and equipment
- Pay fees promptly where required.

Please remember:

- Mobile phones must be switched off in teaching and learning areas, except when used at the request of a tutor for learning purposes
- Smoking is not allowed anywhere on the campuses
- All litter should be put in the bins provided
- No computer hacking or misuse is accepted
- No alcohol or illegal drugs or misuse of prescribed drugs is accepted.

I confirm that I will meet these expectations.

Learner Name (please print):

Signed:

Date:

Appendix 3- Procedure for Rewards

Recognition may be given to learners in the following circumstances:

- Consistently high attendance
- Outstanding academic achievement
- High level of learner progress from their initial starting points
- High achievement in other areas of a learner's learning programme, like placement or work experience
- Success in course or curriculum related competitions
- High levels of personal development
- Outstanding support of and contribution to the community.

Recognition may take the form of newsletter and ATTFE social media write-ups, commendatory letters from the ATTFE Principal and other senior staff, awards from ATTFE and the Trust, and prizes.

Appendix 4- Procedure for Sanctions

1 Introduction

ATTFE aims to provide a safe and supportive learning environment for learners and staff. At induction, full time learners sign the ATTFE Learner Agreement, which identifies the standard of learner conduct expected by ATTFE. Most minor breaches of the Learner Agreement are successfully resolved at an informal level, by swift and effective intervention. The following procedure has been developed, and shall apply to all learners at ATTFE, to deal with the minority of cases where informal intervention is not successful or appropriate. It consists of three stages:

- Stage 1 - Informal Resolution
- Stage 2 - Case Conference
- Stage 3 - Formal Disciplinary Procedure

2 Learner Disciplinary Procedure

2.1 Key Purpose and Objectives

The Learner Disciplinary Procedure is used when there is a particular concern that the learner is failing to meet expectations of the ATTFE Learner Agreement, whether academic or non-academic.

The first 2 stages of the procedure are primarily designed to encourage the learner to improve attendance, work and/or behaviour with help from his or her tutors and other staff.

In cases of serious misconduct Stage 3, the Formal Disciplinary Procedure will be immediately implemented, without first going through stages 1 and 2 of the Disciplinary Procedure.

If a learner is under 18 years of age, the parent/guardian/employer will be advised in writing if there is a cause for concern about academic or non-academic behaviour or performance.

All records relating to the Learner Disciplinary Procedure will be retained on the learner's file until the end of their study with ATTFE.

2.2 Stage 1 - Informal Resolution

- a) Where the academic and/or non-academic conduct of the learner is giving cause for concern the tutor or other member of staff will report this concern using the Code of Conduct recording form.
- b) The tutor will discuss matters with the learner and the learner will agree an action plan to be achieved over the following 2 working weeks. In certain circumstances this can be extended to 4 weeks. Support will be offered, where appropriate, to help the learner achieve the necessary improvement. This action plan should be recorded on the Code of Conduct Recording form and signed by the tutor and learner.

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- c) A copy of the Code of Conduct Recording form, with the action plan should be:
- Given to the learner
 - Placed on the learner file
 - Sent to parent/guardian (if the learner is under 18)
 - Sent to the Curriculum Manager
 - Sent to the Principal of Further Education or other member of staff as applicable.
- d) At the end of the agreed period (2-4 weeks) a meeting will take place with the tutor and the learner to review the action plan.
- e) If the action plan is completed satisfactorily the Disciplinary Procedure stops at Stage 1, and evidence is recorded on the learner file.
- f) If the learner has failed to show the required improvement, the tutor will advise the Curriculum Manager (or their nominee), who will call a Case Conference.

2.3 Stage 2 - Case Conference

Reasonable notice of the date/time/place of the Case Conference together with an invitation to attend will be given to:

- The learner
 - The parent/guardian (if the learner is under 18)
 - The tutor and/or other relevant staff.
- a) The Curriculum Manager (or nominee) will chair the Case Conference. Issues giving rise to the Case Conference will be discussed and a further action plan will be agreed and recorded on the Code of Conduct recording form (Stage 2) and signed by the Curriculum Manager and learner, with progress to be reviewed after 2 working weeks.

The Curriculum Manager (or nominee) will send written confirmation of the agreed action plan, to:

- The learner
 - The parent/guardian (if the learner is under 18)
 - The tutor or other member of staff as appropriate.
- b) After 2 working weeks a review of the actions agreed at the Case Conference will take place with the learner.
- c) If the action plan is completed satisfactorily and signed off by the learner and Curriculum Manager, then the Disciplinary Procedure stops at Stage 2, and evidence is recorded on the learner file.

d) If after 2 working weeks there is no evidence of improvement/progress:

- The learner may decide to withdraw from the subject/course and be referred to the CEIAG team or
- The Formal Disciplinary Procedure (Stage 3) may be invoked by the Principal of Further Education or nominated representative.

e) If the learner has made some progress towards complying with the agreed course of action, the Curriculum Manager (or nominee) may agree a 2 working week extension to allow for completion.

Written notice of the decision to grant an extension will be given to:

- The learner
- The parent/guardian (if the learner is under 18)
- The tutor
- The Principal of Further Education or other member of staff concerned (if applicable).

f) If at the end of the 2 working week extension the learner has failed to comply with the agreed course of action the learner may decide to withdraw from the subject/course. Otherwise, the Curriculum Manager (or nominee) will inform the Principal of Further Education and the Formal Disciplinary Procedure will be invoked (Stage 3).

2.4 Stage 3 – Formal Disciplinary Procedure

2.4.1 Criteria

This will be followed when Stages 1 and 2 of the Disciplinary Procedure have not been successful and/or when it is alleged that serious misconduct has occurred and a learner is immediately moved to the formal process, without going through Stages 1 and 2. The following lists some examples considered to be serious misconduct, but is not comprehensive or exclusive:

- Failure to comply with Stages 1 and 2
- Conduct which constitutes a serious breach of ATTFE safety regulations and which puts / might have put staff and/or learners at risk
- Conduct of a violent or potentially violent nature
- Being under the influence of alcohol, drugs or other substances on ATTFE premises
- Serious harassment, discrimination (e.g. racial or sexual) or bullying
- Illegal computer misuse/hacking
- Serious plagiarism / cheating in academic work (see Learner Agreement)
- Theft
- Damage to ATTFE Property
- Other conduct, which might be damaging to the reputation of ATTFE.

Serious misconduct alleged to have occurred on ATTFE premises, on ATTFE educational visits or on ATTFE transport is covered by this procedure. A criminal conviction, whether or not it occurred on ATTFE premises could also lead to this Disciplinary Procedure being invoked.

2.4.2 Procedure

- a) If a learner has failed to comply with Stages 1 and 2, or serious misconduct has taken place, then the following procedure should be implemented by the Principal of Further Education.
- b) In some cases the learner will be suspended, pending a formal investigation into the allegations.
- c) ATTFE will appoint a member of staff to investigate and undertake a thorough investigation into the facts and accompanying evidence.
- d) The learner shall be notified in writing that he/she is required to attend a disciplinary hearing. Learners should normally be given a minimum of 5 working days between receipt of the letter and the date of the hearing to enable them to prepare.
- e) The letter shall:
 - set out the allegations being made;
 - enclose copies of all reports, statements and other evidence arising from the investigation, which will be considered at the hearing;
 - advise the learner (and his/her parents, if under the age of 18) of his/her right to be accompanied but that the accompanying person may not be acting as a legal representative;
 - advise the learner of the right to provide witness statements at the hearing and, if so, supply names of such witnesses and the statement from each such witness;
 - advise the learner of his/her right to call witnesses to the hearing, in support of his/her case and that names of witnesses must be supplied to ATTFE in advance of the hearing;
 - attach a copy of, or include a signpost to the Disciplinary Procedure.
- f) The learner must indicate prior to the date of the meeting that he/she will attend the hearing and inform ATTFE of the name of the person who will be accompanying him/her (if any) and of any witnesses. If the learner and/or his/her representative fail to attend the hearing without good reason, then the hearing will proceed in their absence.
- g) The Disciplinary Hearing shall be heard by a panel of at least 2 members of ATTFE staff.
- h) A note of the hearing must be taken and retained as part of the documentation of the case.

2.5 Disciplinary Hearing Procedure

- a) The case will normally be heard within a maximum of 10 working days of the learner being notified of the hearing.
- b) The investigating staff member will be responsible for presenting the evidence to the panel. He or she will state the case in the presence of the learner (and representative if present).
- c) Witnesses (arranged prior to the hearing) may be called in support of the case.
- d) When the investigating staff member and any witnesses called have given evidence, they may be questioned about the evidence, by the learner (or representative if present).
- e) The Panel may also ask questions on the submitted evidence.
- f) After completion of the above stages any witness(es) will be:
 - i. instructed not to discuss the case with anyone until after the hearing has been concluded
 - ii. asked to leave the meeting.
- g) The learner (or representative) will state his/her case in the presence of the investigating staff member. Witnesses (arranged prior to the hearing) may be called by the learner (or representative) in support of the learner's case.
- h) When the learner and any witnesses called have given evidence, they may be questioned by the Panel.
- i) After completion of these stages, the witnesses will be similarly advised as in (f) above.
- j) The investigating staff member shall have the opportunity to summarise their position.
- k) The learner (or representative) shall have the opportunity to summarise their position.
- l) The learner (and representative if present) and the investigating staff member will withdraw.
- m) The panel will deliberate in private. If recall of the investigating staff member or learner (and representative) is necessary to clarify points, then they can be called. The decision is that of the Panel alone.
- n) To ensure the disciplinary penalty is reasonable, account will be taken of:
 - i. the learner's previous disciplinary and academic record

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- ii. the penalty imposed in similar cases in the past, though each case will be decided on its merits and the Panel will exercise discretion in this
 - iii. any mitigating circumstances which might make it appropriate to lessen the severity of the penalty.
- o) The decision of the hearing will be communicated to all parties within 2 working days.
 - p) If the learner is permanently excluded, the procedure outlined in Appendix D will be followed.
 - q) Where a learner is not permanently excluded following Stage 3, an action plan may be reinstated on the Code of Conduct Recording form. Failure to comply will result in immediately progressing again to Stage 3 of the Disciplinary Procedure as decided by the Curriculum Leader.
 - r) Any fixed-term exclusion from ATTFE, during this process, should not result in any learner losing the opportunity to take part in any public examinations or external assessment for which the learner is entered as a candidate.
 - s) If the learner is permanently excluded, they will be withdrawn as in the meaning of the ESFA Funding Regulations from time to time in force with immediate effect, the right to participate in external assessment is forfeit and the exclusion will be recorded on the learner file. ATTFE will keep a record of exclusions.

Model Letter for 'Notice of Disciplinary Hearing'

(Date)

(Name and address)

Dear

Following an allegation of and a subsequent investigation into this allegation, I am writing to inform you that a disciplinary hearing will take place on at

You may bring a representative to this hearing; a friend, relative or a learner representative. If you wish to bring a representative, please inform us 2 working days in advance of their name/status/relationship to you for safeguarding purposes. You are also entitled to call witnesses in support of your case. If you wish to bring a witness(es), please inform us 2 working days in advance of their name/status/relationship to you for safeguarding purposes.

<IF RELEVANT> The member of staff investigating this case will be calling the following witnesses:

- Name
- Name

Their statements are enclosed.

I have enclosed a copy of the Learner Disciplinary Procedure and all documentation from the investigation. These will be considered at the hearing.

Yours sincerely

(Principal of Further Education)

Cc:

Personal/Course Tutor

Curriculum Manager

Parents/Guardian (if under 18)

ATTFE Code of Conduct: Recording Form

Learner Name	
Tutor Name	
Course	

Reason(s) for concern	Tick	Comments
Absence		
Lateness		
Lack of work		
Attitude/Behaviour		
Other		

Stage 1	
Date of Discussion	
Discussion Notes	
Agreed targets/ outcomes/actions	
I agree to meet the agreed targets/ outcomes/actions	Learner signature:
	Print name:
	Date:
	Staff signature:
	Print name:
	Date:

Stage 2	
Date of meeting	
Summary Notes Re outcome of Stage1	
Discussion Notes & Supporting evidence	
Agreed targets/ outcomes/actions	
I agree to the meet the agreed targets/ outcomes/actions	Learner signature:
	Print name:
	Date:
	Staff signature:
	Print name:
	Date:

Stage 3	
Date of Hearing	
Notes	
Outcome	
Learner signature:	
Date:	
Principal signature:	
Date:	

Appendix 5 - Search and Confiscation Log

Date:			
Pupil Name:			
Searched Y/N			
Reason for Search:			
Searched by (Confirm 2 staff members present):			
List Items Found (Or state nothing found):			
List Items Confiscated:			
Confiscated by:			
Follow up action taken:			
Where Items are Stored:			
Police Informed Y/N (Record date, time and person making report)			
Date Item Returned: (If collected, record who by)			

Appendix 6- Reintegration procedure

Reintegration following any form of seclusion or exclusion may include the following steps and processes:

- Meeting with the tutor
- Meeting with the subject or curriculum leader
- Meeting with staff responsible for behaviour and intervention
- Meeting with senior ATTFE staff.

All of the above may include, or require at the discretion of ATTFE, the presence of parents or carers and:

- Learner Agreement signed by learners and/or parent/carer
- Learner Action Plan signed by learner and/or parent/carer
- Parent/carer Agreement signed by parent/carer.

Appendix 7- Academic Misconduct

Academic Misconduct is the term which covers cheating, copying or plagiarism, misuse of ICT and collusion.

Examples of minor cases of copying or plagiarism might be:

- Copying one/two sentences or a diagram from someone else's work
- Copying small amounts of text which does not make a significant contribution to the overall work from books without acknowledging where it came from
- Downloading small amounts of information from the internet without acknowledging the source
- Not referencing work properly.

Examples of more serious cases might be:

- Extensive copying from books or the internet which makes a significant contribution to your work without acknowledging the source
- Breaking copyright law
- Copying or plagiarising from other learners' work, or professional papers, where this is done with the other learner's full knowledge, they may also be the subject of misconduct proceedings
- Downloading large amounts of information or model answers from the internet and passing them off as your own
- Buying, selling or stealing work
- Using other learners' work from previous years
- Communicating in any way with others during assessments taken under controlled conditions when this is not permitted e.g. using mobile phone technology or written notes with the intention of using the materials in assessments
- Getting someone else to produce part or all of the work submitted
- Fabricating results e.g. in experiments, research, interviews, and observations.
- Forging a signature on a document.