

Ormiston Academies Trust

Ormiston Meridian Academy

Behaviour policy

Policy version control

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1. Introduction

- 1.1. The main purpose of the Behaviour Policy is to ensure that all children are safe and that academies create a culture where everyone is supported to have positive behaviour. All children should be able to learn in environments that are calm, safe and supportive and are free from disruption. All OAT academies are committed to inclusivity and implementing strategies that reduce bias and support individual children's needs. Where 'parent' is used in this policy this should be taken to include guardian or carer.
- 1.2. Excellent behaviour is achieved through a positive and consistent academy culture, underpinned by a commitment to OAT's four values:
- Anyone can excel
 - Enjoy the challenge
 - Share what is best
 - Be inclusive
- 1.3. These are further reflected through Ormiston Meridian Academy Shaping Lives, Building Ambition Igniting Futures
- Courage
 - Honesty
 - Ambition
 - Inspiration
 - Respect

2. Behaviour Principles

- 2.1. Supporting children to manage their behaviour ensures a calm and safe learning environment for all. This includes:
- Providing additional support, including reasonable adjustments for special educational needs and disability (SEND), to children who find it difficult to maintain positive behaviours
 - Building positive relationships with children and families to understand their needs and contexts
 - Ensuring that everyone treats one another with dignity, kindness, and respect
 - Having high expectations of children's conduct and behaviour and protecting children from disruption to teaching, learning or academy routines
 - Ensuring that these expectations are understood and applied fairly and consistently by all
 - Supporting children to develop and maintain good behaviour by teaching them what this means
 - Having clear systems and routines in place both in the classroom and around the academy
- 2.2. All members of the academy community are responsible for creating positive, safe environments in which:
- Bullying, physical threats or abuse and intimidation are not tolerated
 - Children are safe, feel safe and everyone is treated respectfully

- Any incidents of bullying, including cyber bullying, prejudice-based and discriminatory bullying, derogatory language (including name calling), harassment, violence and aggression are dealt with quickly and effectively

3. Legislation, statutory requirements and statutory guidance

3.1. This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2022](#)
- [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental health and behaviour in schools guidance](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

4. Related OAT policies

- Attendance
- Allegations of Abuse Against Staff
- Anti-bullying
- Child Protection and Safeguarding
- Equality and diversity
- Searching, screening and confiscation
- SEND
- Staff Code of conduct
- Suspension and Exclusion
- Whistleblowing
- Uniform

5. Leadership and management

5.1. Trustees and governors

5.1.1. Trustees are responsible for monitoring the effectiveness of the Behaviour Policy across the trust.

5.1.2. Trustees will:

- hold the Executive Team to account for the successful implementation of the policy, including ensuring that there is no discipline disparity between any groups of children, especially those with protected characteristics

5.1.3. The local governing body in each academy is responsible for monitoring the effectiveness of the Behaviour Policy in the academy

5.1.4. Governors will:

- hold the principal to account for the successful implementation of the policy, including ensuring that there is no discipline disparity between any groups of children, especially those with protected characteristics

5.2. Principal

5.2.1. The principal is responsible for setting and maintaining the behaviour culture of the academy and ensuring that all staff and children feel safe and supported.

5.2.2. The principal will:

- ensure that the academy has high expectations of children's conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff
- aim to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying, harassment, violence and aggression
- together with the leadership team, be highly visible in the academy to engage with children, staff and parents and promote high standards of behaviour
- ensure that all staff are successfully inducted into the academy's behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour guidance, routines and strategies
- ensure all staff act as positive role models for behaviour with high standards of personal and professional conduct
- ensure that safeguarding and child protection concerns are identified effectively, and children are offered support rather than sanctions when appropriate
- ensure parents are aware of the academy's expectations and wherever possible, partner with them to understand and support any behavioural issues
- regularly seek 'children's voice' to understand the views and experiences of behaviour in the academy
- regularly review behaviour data and take any necessary steps to eliminate discrimination, reduce bias and ensure compliance with equality law
- ensure the behaviour curriculum, including expectations, routines and rules are explicitly taught to children, and understood by all
- Ensure children receive education on positive healthy relationships in all contexts, including online and offline relationships, so they can identify prejudice, discrimination and bullying

5.3. Teachers

5.3.1. Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all children¹

5.3.2. Teachers will:

- consider first whether a child's behaviour may be due to a safeguarding or child protection concern or an unmet need (e.g., unidentified or identified SEND, a mental health or other contextual factors) and adapt approaches accordingly
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the behaviour policy and agreed teaching and learning routines
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to children's' needs to involve and motivate them

5.4. All staff

5.4.1. All staff are responsible for implementing measures in the behaviour policy to secure excellent standards of behaviour

5.4.2. All staff will:

- model and maintain positive relationships with children, so that they can see examples of good behaviours and feel confident to ask for help when needed
- uphold the whole academy approach to behaviour by modelling and teaching routines, values and standards in every interaction²
- address misbehaviour swiftly and act decisively when behaviour, including the use of discriminatory language, falls below the expected standards

5.5. Children

5.5.1. Children are responsible for following the behaviour policy and upholding the academy rules. Most children will understand the behaviour expectations of the academy and meet these standards with little support. However, some children will need significant and on-going support.

5.5.2. Children will:

- be made aware of the academy's behaviour standards, expectations, rewards and sanctions

¹ DfE Teachers' Standards: see Teacher Standard 7 (<https://www.gov.uk/government/publications/teachers-standards>)

² See part 2 of the Teachers' Standards which outlines the high standards of personal and professional conduct expected of teachers

- receive an age-appropriate induction process, including those who are admitted mid-year, that familiarises them with the academy's behaviour culture, rules and routines
- receive regular and explicit teaching of behaviour expectations throughout the academic year
- be educated about healthy relationships in all contexts, both online and offline, and to understand their rights and responsibilities regarding their behaviour
- be made aware of the pastoral support that is available to them to help them meet the behavioural standards
- be asked about their experiences of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

5.6. Parents

5.6.1. Parents are responsible for working in partnership with the academy to support and reinforce the behaviour policy.

5.6.2. Parents will:

- promote a positive culture of behaviour and celebrate their child's successes and achievements
- get to know the academy's behaviour policy and reinforce the ethos and values of the policy with their child when necessary
- support their child in adhering to the academy's behaviour policy
- inform the academy of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with relevant staff promptly [insert main point of contact in academy]
- take part in any pastoral work following misbehaviour (for example: attending reintegration meetings or reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the academy directly [insert main point of contact in academy]

6. Behaviour Curriculum

6.1. All OAT academies want children to feel confident and curious and to behave compassionately to those around them. These qualities should be nurtured and modelled by all staff. Staff can reinforce the behaviour curriculum in every interaction they have with children by:

- Modelling what positive relationships look like, in their interactions with all members of the academy community
- Acknowledging and praising behaviour that meets the expected standard
- Giving children clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Being clear and consistent in the use of sanctions

6.2. Children will also be taught explicitly and regularly about behaviour through: PSHE, citizenship education, SMSC, assemblies, form time and reference to particular strategies to teach behaviour

6.3. Any children who join mid-term will be given information about the academy behaviour system and their understanding of this will be monitored by their form tutor and DDSL on their intergration meeting

7. Behaviour Expectations

7.1. OMERA, children are expected to:

7.2. At OMERA we use OMERA standards to support behaviour for learning. This is an academy wide initiative that is promoted within all lessons.

OMERA standards are:

Silence when the teacher is talking.

Top Ten on the table at all times.

Arrive on time; (Meet, Seat and Greet).

Nominate a Leader of Learning.

Down, pens whilst the teacher is talking.

Answer questions in full sentences.

Respect each other using good manners at all times.

Demonstrate your learning.

Stand behind your chair and wait to be dismissed.

8. Safeguarding

- 8.1. The academy recognises that changes in behaviour may be an indicator that a child is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a child's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.
- 8.2. Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

9. Behaviour expectations and SEND

- 9.1. Some children who frequently display challenging behaviour may lack the ability to self-regulate because of a SEND or mental health issue. Perceived 'misbehaviour' may also be a sign that they are unable to access the work that has been set.
- 9.2. While it should not be assumed that every incident of misbehaviour will be connected to their SEND, all staff should consider behaviour in relation to a child's SEND in the first instance. Consideration should be given as to whether children's needs are being adequately met and whether they can effectively access the curriculum.
- 9.3. Children learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of a behaviour incident.

- 9.4. Staff will be supported in this by the academy's SENCO, and Pastoral Team and will have reference to OAT's latest SEND policy and the DfE's Mental Health and Behaviour in Schools guidance³ [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)
- 9.5. In line with the Equality Act 2010⁴ and the Children and Families Act 2014⁵, the academy will:
- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled child and,
 - use their 'best endeavours' to meet the needs of those with SEND (including children who have unidentified SEND)
- 9.6. At OMERA academy, we will make reasonable adjustments for behaviour according to individual needs. Examples of reasonable adjustments include:
- Providing equipment for children who struggle with memory and organisation
 - Allowing 'time out' for a short movement break or to go to a safe space when feeling overwhelmed
 - Allowing children to move or use a fidget toy agreed by the academy
 - Adjusting uniform requirements if there are sensory or medical issues
 - Adjusting seating plans for children who have visual, hearing, sensory, attention or other areas of need
 - Providing a visual timetable showing what is happening now and what is coming next and making sure any changes are communicated in advance
- 9.7. Children who have an identified SEND will be supported with their behaviour through the graduated approach of assess, plan, do, review⁶. Where a child continues to experience difficulties, despite evidence-based support and interventions, the academy may involve the following specialists:
- Ed Psych
 - CAMHS
 - Counsellor
 - Specialist teachers/support services
- 9.8. The SENCO, academy staff, together with any specialists, and involving the child's parents, will consider a range of evidence and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. Outcomes to be achieved through the support will be agreed, including a date by which progress will be reviewed.
- 9.9. Where, despite the academy having taken all relevant actions to meet the SEND needs of the child, they have still not made expected progress, the academy or parents will consider requesting an Education, Health and Care needs assessment.
- 9.10. If a child already has an Education, Health and Care plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies.⁷

³ See chapter 3 – understanding the link between mental health and behaviour

⁴ Section 20 of the Equality Act 2010

⁵ Section 66 of the Children and Families Act 2014

⁶ See chapter 6 of the SEND Code of practice: 0-25 years

⁷ Section 29 and Section 42 of the Children and Families Act 2014

- 9.11. Patterns of challenging behaviour by children who are not on the SEND register, will be raised as a concern to the SENCO for investigation into unmet or unidentified SEND or mental health issues using the academy's SEND referral process

10. Responding to Positive Behaviour

- 10.1. Children learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will aim to create a positive and supportive environment in the classroom and around the academy using positive language and relationships based on dignity and respect. This helps children to engage in and make good progress with their learning and can promote staff and child health and wellbeing.
- 10.2. The academy recognises that acknowledging positive behaviour encourages further positive behaviour. Communicating positive behaviours to parents can also be an effective way to motivate children to behave well.
- 10.3. When a child's behaviour meets or goes above the expected behaviour standard, staff will recognise this through positive recognition, rewards, and celebrations. This will include recognising the progress of children who require additional support with their behaviour.
- 10.4. The academy will demonstrate a fair and clear application of rewards to reinforce the routines, expectations, and norms of the academy's behaviour culture.

These are:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or year group rewards
- House Points

11. Responding to behaviour that is below the expected standard

- 11.1. Responses to unwelcome behaviour will always be made with the aim of helping children to make better decisions and choices in the same or similar contexts in the future. For most children, a gentle reminder or nudge in the right direction is all that is needed. However, for some children, more supportive measures and interventions will be required.
- 11.2. When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment. All staff should deal with poor behaviour without delegating either the task or the accountability. The person best placed to manage the behaviour of a child is the class teacher or the member of staff who was there at the time.
- 11.3. Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of the standards in a consistent, fair, and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

- 11.4. When managing behaviour, staff should also consider the possible impacts of trauma, using the “connect before you correct” approach, by looking beyond the challenging behaviour displayed and questioning what feelings and emotions might be driving the behaviour.

12. Low level disruptions

- 12.1. Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other children can be badly affected. Staff will always consider whether low level disruptions are because of a safeguarding concern, an identified or unidentified SEND or mental health need.
- 12.2. To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. This list is not exhaustive, and staff may use responses tailored to the individual needs of a child:
- Ensure that, if appropriate, all reasonable adjustments have been implemented e.g., use of a fidget toy
 - Use eye contact, hand signals or questions to distract and to signal their misbehaviour has been noted
 - Using first names, check the child’s understanding of what it is they need to do
 - Use clear, consistent language to explain the task and expected behaviours
 - Use positive language, signals and praise for doing the right thing
 - Stand closer to the child (being aware of their personal space) to signal their behaviour is being monitored
 - Verbalise self-regulation techniques and offer support e.g. ‘I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together’
 - Remind the child of expected behaviours again and consequences for further disruption
- 12.3. Low level disruptions can also occur outside of the classrooms, while moving around the academy and during break and lunch times. Staff, including [site supervisors, lunch time supervisors etc], will apply the same approaches and intervene quickly and calmly using the de-escalation techniques outlined.

13. Sanctions

- 13.1. Where misbehaviour continues or there is a serious breach of the academy’s behaviour expectations, the academy may use a sanction. When taking this disciplinary action, the academy will consider the following:
- That any contributory factors have been identified and considered e.g. if a child has suffered bereavement, abuse or neglect, has mental health needs, is subject to bullying, has identified or unidentified SEND, is subject to criminal exploitation, or is experiencing significant challenges at home
 - Whether the misbehaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. If this is the case, staff will follow the OAT Child Protection & Safeguarding policy and speak to the DSL or deputy at the earliest opportunity
- 13.2. Staff will try de-escalation techniques to avoid the use of sanctions wherever possible. However, staff can sanction children whose behaviour falls below the standard which could reasonably be

expected of them. Staff can issue sanctions any time children are in the academy or elsewhere under the charge of a member of staff, including on academy trips.

- 13.3. Sanctions must be reasonable and proportionate and consider any special circumstances. Staff should avoid moving through the [sanction levels] too rapidly and, wherever possible, should implement the 'support pre-sanction' steps calmly and with care, allowing 'take up time' between each aspect of support given.
- 13.4. Following any sanction, the academy will support the child to reflect on and understand their behaviour. This could be a short 'check-in' conversation or a longer more restorative meeting, depending on the individual circumstances. At the same time, staff will work together to understand a child's context as this will inform effective responses to more complex behaviours.
- 13.5. The academy will plan and use age/developmentally appropriate strategies and interventions to support a child, without lowering expectations for any child's behaviour.

The academy uses the following general strategies or approaches to support behaviour needs:			
<ul style="list-style-type: none"> Trauma informed and attachment aware practice An understanding of adverse childhood experiences (ACEs) and how these may impact on behaviour Restorative communication Referral to academy counsellor Therapy dog 			
The academy may use the following sanctions together with pre and post support:			
Level	Possible pre sanction support	Sanction	Possible post sanction support
1	<ul style="list-style-type: none"> An approach which is non-threatening (side on, eye level or lower, or if online speaking to the student in a break out room) Using positive language, discuss the impact of the behaviour and relate to expectations Check understanding of task Provide a refocusing task e.g. handing out books or equipment; asking a question they can answer 	<p><u>Verbal warning</u> Example script: 'this is the first verbal warning – please make the right choice and do X'</p> <p><u>Written warning</u> with clear direction of expected behaviours. Example script: 'this is the second verbal warning and I expect you to do X'</p> <p><u>Yellow Card/Red Card</u> with clear consequence. Example script: 'this is the last verbal warning and you will receive a detention if this behaviour continues'</p>	<ul style="list-style-type: none"> Restorative conversation with relevant staff member or peers Discussion with the child, including explaining what they did wrong and the impact of their actions. Reminder of behaviour expectations. Communication with parent or with Virtual School Head for looked after children Use of Letter 1 (Appendix 1)

2	<ul style="list-style-type: none"> ▪ If appropriate, allow the child time to refocus and calm down ▪ Reminder of behaviour expectations and consequences for non compliance ▪ Refer to previous excellent behaviour/learning as a model for the desired behaviour ▪ Short conversation outside of classroom ▪ Move location within classroom ▪ Remain for a short discussion after the session 	<p><u>Detention:</u> Staff will set the detention using Synergy and call home to ensure the student attends the detention</p>	<ul style="list-style-type: none"> ▪ Communication with parent or with Virtual School Head for looked after children ▪ Use of Letter 2 (Appendix 1) ▪ Restorative conversation with relevant staff member or peers ▪ Short term behaviour report card ▪ Referral to learning mentor ▪ Referral to academy counsellor ▪ Possible referral to SENCO/DSL
3	<p>Once all de-escalation techniques outlined above have been tried</p>	<p><u>Removal from class</u> (see below for further details)</p>	<ul style="list-style-type: none"> ▪ Communication with parent or with Virtual School Head for looked after children ▪ Use of Letter 3 (Appendix 1) ▪ Restorative conversation with relevant staff member or peers ▪ Longer term behaviour report card ▪ Referral to learning mentor ▪ Referral to academy counsellor ▪ Specific intervention e.g. anger management, social skills group, resilience coaching ▪ Referral to SENCO ▪ Referral to LA Inclusion Team ▪ Reintegration plan following several or

			extended removals from class
4	Use of Pupil Support Unit or Alternative provision (see below for further details)	<u>Suspension and permanent exclusion</u> (see below for further details)	Reintegration strategy and plan (Appendix 2)

Level 3

Removal from classroom.

Removal from classroom is a serious disciplinary sanction and will only be used once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal from classroom as a sanction does not include circumstances in which a child is asked to step outside the classroom briefly for a conversation with a member of staff and asked to return following this. It also does not include the use of The Arch for planned intervention or therapeutic work to support with behaviour.

If a child is removed from class the academy will inform parents the same day via Synergy or Phone Call home. If a child has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, the academy will notify the social worker or Virtual School Head of the removal taking place. If a child is looked after, their Personal Education Plans will be reviewed and amended to include behaviour support and intervention considering the reasons for removal from class.

The behaviours that may lead to removal from class include the following (note this list is not exhaustive):
e.g. repeated verbal abuse, repeated refusal to work, threatened violence against child or staff etc

Children who are removed from class will be sent to another classroom or respect depending on the severity of their behaviour where their education will be continued in Respect and to allow them to regain calm in a safe space. The academy will ensure that staff supervising removal areas are suitably trained to support children with challenging behaviours and contexts.

Children will remain in removal for no longer than is necessary. For most children this will be a maximum of two to five hours. However, there may be exceptional circumstances, which must be agreed by the principal and communicated to the parents and the child in a timely manner, where children remain in removal for more extended periods. All children in removal will receive regular breaks, including movement breaks and food/drink breaks and opportunities to visit the toilet. Staff will be made aware of any medical needs and ensure any health care plans are fully implemented.

Staff will record all incidents of removal from the classroom along with details of the incident that led to removal, and any protected characteristics of the child in Synergy

The academy will collect, monitor and analyse this data every two weeks to examine repeat patterns and the effectiveness of the use of removal. This information will be used to provide timely intervention and support to children. This may include a pastoral review and/or investigation by the DSL and/or SENCO. Parents will be informed of the outcome of any investigations. In addition, the academy will provide any necessary support to departments or staff.

This data and the impact of interventions to support behaviour is reviewed at the academy's Strategic Progress Boards and at Local Governing Body meetings.

The completion of OAT's 'Vulnerable child pre-exclusion checklist' should be considered for children who are frequently removed from class. Use of the checklist can help identify areas where a child needs further support to stop behaviours escalating to the point where suspensions and permanent exclusions are used. Additional advice and support for behaviour can also be accessed via OAT's Inclusion Team.

Level 4

Suspension and permanent exclusion

Suspensions will be used as a last resort. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all children and staff. Principals can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following extensive support and intervention. In deciding whether to issue a suspension or permanent exclusion the academy will have reference to OAT's Suspension and Exclusion policy and legislation that governs the suspension and permanent exclusion of children (The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012).

In considering suspension or exclusion the principal should ensure that, as far is appropriate, the academy's 'Vulnerable child pre-exclusion checklist' has been considered. This will guide principals in their review of support and intervention strategies in response to misbehaviour.

Where the child has an identified special education need or disability and is receiving support at the level of School Support (SEND register) principals should ensure the relevant Education Director has been contacted for consultation before a decision to permanently exclude has been made. If the child has a Child protection or Child in Need Plan or is a Looked after Child, principals are encouraged to consult with their Education Director before a decision to permanently exclude has been made.

Where the child has an Education, Health and Care Plan (EHCP), the Director of Inclusion, must have been contacted for consultation before a decision to permanently exclude has been made.

14. Supporting children following a serious sanction

14.1. Level 3

- Pupil Support Units and use of Alternative provision [only include this section if there is a PSU and/or use AP]
- Children who need more intensive support with their behaviour or pastoral needs or who are at risk of suspension or permanent exclusion may be referred to spend time in the academy's Pupil Support Unit, which is called The Arch or Connect or in an Alternative Provision (AP) unit. The aim of The Arch or Connect or an AP unit is to improve behaviour so that the child can successfully reintegrate back into mainstream lessons. The academy will:
 - adhere to the legal duties set out in the DfE's [Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk) if referring to or operating an Alternative Provision Unit.
 - carry out regular safe and well checks and monitor attendance and punctuality daily
 - share information with multi-agency partners if appropriate and consult with parents on the pupil support unit placement
 - deliver a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the academy's curriculum, and supports reintegration. The curriculum may be personalised to address specific support needs individual children may have

- maintain a positive, visible presence from academy leaders to make the pupil support unit an integral part of the academy
- deploy staff with the appropriate skills set to the pupil support unit so children can be supported with their behaviour and learning needs to ensure effective impact and progress
- regularly monitor the progress of all children in pupil support units, including those attending a unit at a different school.
- follow OAT's Reintegration Strategy (see Appendix 2) and review reintegration plans at regular intervals
- actively involve children and parents in reintegration discussions

14.2. Level 4

- Extended period of removal from classroom or off-site direction or suspension or when a child is allowed to return to the academy when their permanent exclusion is overturned by a governing board or independent review panel
- The academy will follow OAT's Reintegration Strategy (see Appendix 2) to provide the child with support and a fresh start so they can reintegrate successfully back into academy life. As outlined in the Reintegration Strategy, children should not receive further sanctions following a suspension. However, they may receive additional behaviour support and intervention in The Arch or Connect as part of their agreed plan.

The aim of the reintegration strategy is for the child to:

- Feel well supported to be able to succeed
- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with the academy's culture
- Foster a renewed sense of belonging within the academy community
- Build engagement with learning

The strategy includes meeting with the child, parents, academy staff and any relevant agencies and agreeing a plan with personalised targets. The plan will also include:

- Reasons for the child's behaviour that led to the sanction
- Support that will be offered by the academy
- Signposting or referral to support available outside of the academy
- SEND support, as appropriate

The academy will always communicate the importance of both the child and their parents attending the meeting. However, where parents do not attend, the academy will not:

- Refuse to let the child return to the academy

- Extend the sanction within the academy e.g. internal isolation, or extend a suspension or off-site period if the academy cannot arrange a meeting time

If parents don't attend, the academy will provide them with a copy of the meeting notes and reintegration plan, as well as details of how they can access any support (for example, Early Help or counselling services).

15. Alternatives to suspension and Permanent Exclusion

15.1. Offsite Direction

- 15.1.1. Off-site direction is when a governing board arranges temporary off-site provision for a child to attend another education setting to improve their behaviour. Parental agreement is not a requirement of off-site direction although it is always best practice to try and receive this. Parents should be kept informed at all stages of the process and consulted wherever possible.
- 15.1.2. Where interventions or targeted support have not been successful in improving a child's behaviour, the academy may use off-site direction to arrange time-limited placements at an Alternative Provision or another mainstream school. Children accessing this support will be dual registered.

Further information and guidance on off-site direction can be found in OAT's Suspension and Exclusion Policy, the DfE's 'Suspension and permanent exclusion from maintained schools, [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions) academies and pupil referral units in England, including pupil movement' and the DfE's 'Alternative Provision: Statutory guidance for local authorities'. [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/alternative-provision)

15.2. Managed Moves

- 15.2.1. A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. This is dependent on local schools having the capacity to receive children under this process, which is not always the case. For this reason, managed moves may not be on offer in all geographical areas.
- 15.2.2. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.
- 15.2.3. If a child attends a managed move as an alternative to permanent exclusion, but the managed move is unsuccessful, the home academy cannot then issue a retrospective permanent exclusion. The home academy must review the child's needs and either accommodate these within the home academy or seek alternative provision.

Further information and guidance on off-site direction can be found in OAT's Suspension and Exclusion policy, the DfE's 'Suspension and permanent exclusion from maintained schools, [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions) academies and pupil referral units in England, including pupil movement' and the DfE's 'Alternative Provision: Statutory guidance for local authorities'. [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/alternative-provision)

15.3. Part Time Timetables

- 15.3.1. A part time or reduced timetable should not be used to manage a child's behaviour. In exceptional circumstances, where it is in the child's best interests, there may be a need for a temporary part time timetable to meet individual needs. For example, where a medical condition prevents a child from attending full time education and a part-time timetable is considered as part of a re-integration package. Medical needs may include significant mental health needs such as severe anxiety, eating disorders, post-traumatic stress disorder (PTSD) and severe depression or other mood disorders. Wherever possible, medical evidence should support the use of part time timetables. However, where this is not possible, e.g. while waiting for referral to CAMHs, this should not prevent the use of a part time timetable if the academy and parents agree it is in the best interests of the child.
- 15.3.2. A part-time timetable must not be treated as a long-term solution. All part time timetables should be reviewed at least every two weeks. Any agreement must have a time limit by which point the child is expected to attend full-time or be provided with alternative provision. A maximum of six weeks of reduced or part-time timetable is advised unless there is medical evidence to warrant an extension.
- 15.3.3. The academy will ensure that the DSL has been consulted, a risk assessment carried out and suitable robust arrangements are in place to ensure the ongoing safeguarding of any child on a part time timetable.
- 15.3.4. Due to the exceptional nature of part time timetables, guidance on their use should be sought from the academy's Education Director or from OAT's Inclusion Team. Data on the use of part time timetables is reviewed at the academy's Strategic Progress Boards and at Local Governing Body meetings.

16. Adapting sanctions for children with SEND

- 16.1. When considering a behavioural sanction for a child with SEND, the academy will consider:
- Whether the child was unable to understand the rule or instruction
 - Whether the child was unable to act differently at the time because of their SEND
 - Whether the child is likely to behave aggressively due to their SEND
- 16.2. If the answer to any of these questions is yes, the academy must ensure that reasonable adjustments to the behaviour policy have been put in place to support the child fully.
- 16.3. Any adaptations to sanctions because of a child's SEND will be recorded on their SEND profile and clearly communicated to staff, parents and child.
- 16.4. If a sanction is applied to a child with SEND but their behaviour continues to fall short of academy expectations, a review of the child's needs and current support should be undertaken as a next step, rather than giving them an immediate further sanction or increase to the level of sanction.
- 16.5. If required, further advice and guidance will be sought from the academy's SENCO.

17. Reasonable force

17.1. Reasonable force covers a range of interventions that involve physical contact with children. Incidents of reasonable force will:

- Always be used as a last resort when all appropriate de-escalation techniques have failed
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

17.2. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

17.3. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

17.4. Wherever possible positive handling/use of reasonable force will be carried out by trained staff who are competent in the use of a recognised behaviour management system (e.g., Team Teach).

18. Restraint / Positive handling plans

18.1. Where a child's behaviour could present a significant risk of injury to themselves, other people, or property the academy will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place.

18.2. These plans will be developed in the child's best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed at least termly or when the needs of the child change.

18.3. The plan will document situations that may trigger challenging behaviour and any successful preventative strategies. The plan will also document how physical intervention should be used appropriately.

19. Recording, reporting and responding to incidents of restraint/positive handling/use of reasonable force

19.1. All incidents of positive handling/restraint must be notified to the safeguarding team using the 'Restraint Notification Form' on OAT.net. In addition, the 'Restraint Record Form' must be completed

on OAT.net and also uploaded onto CPOMs into the child's record. This must be completed as soon as is practicable, and within 24 hours of an incident taking place, by all those involved.

- 19.2. Parents will be informed on the same day as the incident and invited into the academy to discuss the incident as soon as practicable.
- 19.3. A written review of the incident must be conducted by the principal and DSL and recorded on CPOMs within 5 working days and any positive handling plan updated as appropriate.

20. Behaviour outside of academy premises

- 20.1. The academy can sanction children for misbehaviour outside of the academy premises to such an extent as is reasonable. Conduct outside the academy premises, including online conduct, that might result in a sanction includes misbehaviour:
 - when taking part in any academy-organised or academy-related activity
 - when travelling to or from the academy
 - when wearing academy uniform
 - when in some other way identifiable as a child at the school
 - that could have repercussions for the orderly and safe running of the academy
 - that poses a threat to another child
 - that could adversely affect the reputation of the academy
- 20.2. The decision to sanction a child will be lawful if it is made on the academy premises or elsewhere at a time when the child is under the control or charge of a member of staff of the academy.
- 20.3. When non-criminal poor behaviour and bullying occurs off the academy premises or online and is witnessed by a staff member or reported to the academy, the academy will:

The academy will take the following actions

- gather information and evidence
 - take witness statements including from the alleged perpetrator
 - inform parents of the incident
 - inform any relevant services/agencies e.g. children's services, youth offending team]
- 20.4. Following confirmed misbehaviour outside of academy premises, the academy may impose the following sanctions:

Depending on the severity of the behavior the academy will implement its behavior policy with the following incremental sanction Detention, PALP, Suspension to Permanent Exclusion

21. Searching, screening and confiscation

- 21.1. Searching, screening and confiscation will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and OAT's Searching, Screening and Confiscation Policy.
- 21.2. Principals and the staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a banned item.

21.3. These banned items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the child).
- tobacco and cigarette papers
- e-cigarettes or vapes
- fireworks
- pornographic images
- weapons

21.4. As long as it is reasonable in the circumstances, academy staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item.

22. Suspected criminal behaviour

- 22.1. If a child is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- 22.2. When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- 22.3. If a decision is made to report the matter to the police, the [principal / DSL / member of the senior leadership team / pastoral lead] will make the report.
- 22.4. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 22.5. If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions must be recorded on CPOMs.

23. Child on child abuse sexual violence and sexual harassment

- 23.1. Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned.
- 23.2. The academy will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff must challenge all inappropriate

language and behaviour between children and ensure respectful relationships and high standards of conduct between staff and children at all times.

- 23.3. Following any report of child-on-child sexual violence or sexual harassment offline or online, the academy will follow the safeguarding principles set out in [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the academy's initial response. Each incident will be considered on a case-by-case basis and sanctions may be applied whilst other investigations by the police and/or children's social care are ongoing.
- 23.4. All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

24. Behaviour incidents online

- 24.1. The academy expects the same standards of behaviour online as offline: everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.
- 24.2. When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy).

25. Malicious allegations

- 25.1. Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the child in accordance with this policy.
- 25.2. Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the child in accordance with this policy.
- 25.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO) and OAT's safeguarding team, where relevant) will consider whether the child who made the allegation is in need of help. If so, a referral to children's social care may be appropriate.
- 25.4. The academy will also consider the pastoral needs of staff and children accused of misconduct.
- 25.5. Further guidance on responding to allegations of abuse against staff can be found in [here](#)

26. Mobile phones

- 26.1. At OMERA we Do not allow students to use or have their mobile phones out. If a child wishes to bring their phone to school they do so at their own risk and it must remain in the bag on their person.
- 26.2. In support of a ban/restricted use of mobile phones, the following wording can be used: Allowing access to mobiles in the academy introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For that reason, all mobile phones must be kept in children's bags at all times during the academy day Failure to comply will result in confiscation/sanction.
- 26.3. In exceptional circumstances, and to support individual children, a child may be permitted by the principal to use their mobile phone during the school day as a reasonable adjustment.
- 26.4. All children in the academy will be informed about the potential reasons for exceptional use as part of the behaviour induction process.

27. Transition

27.1. Inducting incoming children

- 27.1.1. The academy will support incoming children to meet behaviour standards by providing an age-appropriate induction process to familiarise them with the behaviour policy and the wider school culture. This will include any children who start at the academy mid-year.

27.2. Preparing outgoing children for transition

- 27.2.1. To ensure a smooth transition to the next year, children will have transition sessions with their new teacher(s) / staff members will hold transition meetings/staff will liaise with feeder schools etc].
- 27.2.2. To ensure behaviour is continually monitored and the right support is in place, information related to the behaviour issues of any child will be transferred to relevant staff at the start of the term or year.

28. Staff induction, development and support

- 28.1. As part of their induction process, staff at OMERA are provided with training on managing behaviour, including training on:
 - The Equalities Act and preventing disability discrimination
 - Harmful Sexualised Behaviours
 - Trauma informed practice
 - De-escalation techniques
 - Restorative communication
 - The use of restraint/Team Teach
 - How child protection, safeguarding, SEND and mental health needs impact behaviour

28.2. Behaviour management will also form part of continuing professional development.

29. Monitoring and evaluating academy behaviour

29.1. The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Incidents of positive handling/reasonable force
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture

29.2. The data will be analysed every two weeks by pastoral team. Data will be reviewed at the academy's Strategic Progress Boards and at Local Governing Body Meetings and this analysis will be used to support academies to be proactive in improving children's behaviour.

29.3. The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

29.4. The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the academy will review its policies and practice to tackle it.

30. Children's Voice

30.1. Asking children about behaviour in the academy and the implementation of the behaviour policy is a regular feature of the academy's self-evaluation. The academy commits to listening to the voices of children and, in line with Article 12 of the [United Nations Convention on the Rights of the Child](#) (UNCRC), will provide an opportunity for all children to have a say in matters which affect them and to be involved in decisions that affect them, as far as is appropriate. At OMERA children's views will be gathered through survey, focus group, class discussions, school council etc.

30.2. Children's Voice is also expressed at a trust level through the National Student Voice (NSV) and the Student Inclusion Advisory Board (SIAB), which is a subcommittee of the NSV.

31. Complaints

31.1. Complaints regarding any aspects of the Behaviour Policy will be addressed under the OAT Complaints Policy.

- 31.2. Concerns about wrongdoing at OAT academies in relation to the behaviour policy, such as malpractice, mismanagement or breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or be fellow employees should be raised using the Whistleblowing Policy.

Appendix 1 - Template letters to parent/carers

First behaviour letter

Date:

Dear [insert parent name],

Recently, your child, [insert child name], has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour policy, and I would be grateful if you could discuss their behaviour with them.

If there is anything you think I should know about that might be causing the behaviour we are seeing, please do let me know straight away, so that we can put support in place.

If your child's behaviour does not improve, I will contact you again and let you know what we are doing in school to support [insert child name]. However, at this stage I am confident that a reminder of how to behave well will be sufficient.

Yours sincerely,

Name:

Role in School:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date:

Second behaviour letter

Date:

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert child name], I am sorry to say that they are still struggling to follow the academy's behaviour policy and because of this they have received [today] a [detention/insert other sanction].

We always try to find out why children are struggling with their behaviour and so, if there is anything you think we should know, please do get in touch. Following the detention, [insert child name] will [insert as appropriate: be expected to have a restorative conversation with staff; be placed on a behaviour report card for XXX days/weeks; be referred to our learning mentor; be asked to attend a 6 week anger management course etc.].

Following this, if your child's behaviour does not improve, I will contact you again to arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Name:

Role in school:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date:

Appendix 2 - Ormiston Academy Trust Reintegration Strategy

Reintegration should always follow a sanction. One of the purposes of a sanction is to improve behaviour by supporting children to understand and meet the behaviour expectations of the academy. The reintegration strategy should support the child to reengage as soon as possible in their mainstream education timetable.

The aim of the reintegration strategy is for the child to:

- Feel well supported to be able to succeed
- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with the academy's culture
- Foster a renewed sense of belonging within the academy community
- Build engagement with learning

Reintegration should occur whenever a sanction has been issued. For low level sanctions this may include:

- a quick restorative conversation with the relevant staff member
- a discussion with the child to explain what they did wrong and the impact of their actions
- a reminder of the behaviour expectations
- communication with parents

To support successful reintegration, there may also be a requirement for a formal recognition of behaviour expectations using a short-term behaviour report card or behaviour contract.

Reintegration following more serious sanctions, off site direction, suspension or rescinded permanent exclusion

The academy will arrange a reintegration meeting following serious sanctions e.g. repeated removal from classroom, off site direction, suspension or rescinded permanent exclusion. The meeting should always include the child and, wherever possible, parents, academy staff and any relevant agencies to agree a plan with personalised targets. The plan will also include:

- Reasons for the child's behaviour that led to the sanction

- Support that will be offered by the academy
- Signposting or referral to support available outside of the academy, if appropriate
- SEND assessment or support, if appropriate

The academy will always communicate the importance of both the child and their parents attending the meeting. However, where parents do not attend, the academy will not:

- Refuse to let the child return to the academy
- Extend the sanction within the academy by, for example, issuing an internal isolation period, or extending a suspension or off-site period if the academy cannot arrange a meeting time

If parents don't attend, the academy will provide them with a copy of the meeting notes and reintegration plan, as well as details of how they can access any support (for example, Early Help or counselling services).

Guidance on the reintegration meeting

All meetings should reflect individual contexts and consider the needs of the child. The child may not be able or ready to verbalise their feelings around the issues. If this is the case and a child presents as 'shutting down', the following could be considered:

- provide alternative means of communication e.g. writing, drawing
- ask the child if they would prefer to speak to a different adult
- outline clear expectations of behaviour and return to the wider issues at a later time or date

What questions might be asked during a reintegration meeting?

Understanding impact of behaviour on self and others (child)

- Have you reflected on what happened? What are your thoughts
- What were you thinking/feeling at the time?
- How did this make people feel/was anyone affected by your actions? In what way?
- What do you think now?
- What could we/you do to put things right?
- How might we/you do things differently in the future?
- How could you be supported to try to make sure that this doesn't happen again? [process to improve behaviour over time]

Understanding any additional needs of the child

- What do you find hard/tricky? [probe subjects, relationships, times of school day etc]
- What would help you?
- What strategies should you/staff use?
- What is working well?

Understanding the views of the parent/carer

- How are you supporting your child? What works/what is not working?
- What does your child do well? What makes you proud?

- What can we do to help?

Reflections from academy staff / other professionals

- What does the child do well? What works/what is not working?
- What could we offer the child to support improvements in behaviour?

What areas for development for the child might be considered?

Plans for teaching behaviour explicitly

- Practicing rules, routines, and expectations for in class behaviour
- Practicing rules, routines, and expectations for out of class behaviour
- Developing respectful relationships with adults
- Developing calm and positive relationships with children
- Managing strong emotions

Motivation to succeed

- Areas of strength
- Areas of enjoyment
- Rewards
- Short, medium and long term goals

The following templates are examples which could be used to support the reintegration process. They should be adapted to suit the academy's context and the age and needs of the child.

Removal from Class: Repair and Rebuild

Name:	Tutor group:	Tutor:
Date:	Subject sent out:	Lesson in
Member of staff sending you to [removal]		

Please write down what happened and why you have been sent to [name of removal space] from your lesson. Use the following sentence starters to help you:

How am I feeling right now?
I was given a warning for...
I was asked to leave the class because...
This situation could have been avoided if I had... 1. 2.
To put things right I will need to... 1. 2. 3.

Restorative conversation

Please complete a brief summary of what the child has agreed to do: 1. 2. 3.
How can staff help to ensure the child is successful in future lessons? 1. 2. 3.
Child signature: Staff signature:

Reintegration meeting following serious sanction(s)

Date of meeting		People present	
------------------------	--	-----------------------	--

Name of child		Name of parent/carer	
Date of birth		Contact details	
Year/class/form/tutor			

Child details			
Is the child subject to a child protection plan?	Yes	No	
Is the child a looked after or previously looked after child?	Yes	No	
Is the child identified as having SEND?	Yes	No	
Does the child have an education, health and care (EHC) plan?	Yes	No	

In relation to the incident: understanding impact of behaviour on self and others	
Child:	Others:

What should have happened?

What behaviour support is needed?	
Area of support	Delivery

What other areas of assessment/support are needed? e.g. SEND, mental health	
Area of support	Delivery

Child view / comments
What will help you to succeed?

Parent/carer view / comments (if in attendance)

Use of behaviour report card/contract etc? (provide brief details)	
Date of next review meeting	
Signed (child)	
Signed (parent/carer)	
Signed (staff)	

**Reintegration meeting following suspension, off site direction or rescinded permanent exclusion:
Staff and parent / carer**

Date of meeting		People present	
------------------------	--	-----------------------	--

Name of child		Name of parent/carers	
Date of birth		Contact details	
Year/class/form/tutor			

Child details		
Is the child subject to a child protection plan?	Yes	No
Is the child a looked after or previously looked after child?	Yes	No
Is the child identified as having SEND?	Yes	No
Does the child have an education, health and care (EHC) plan?	Yes	No

In relation to the incident: understanding impact of behaviour on self and others	
Child:	Others:

What should have happened?

What behaviour support is needed?	
Area of support	Delivery

What other areas of assessment/support are needed? e.g. SEND, mental health	
Area of support	Delivery

Child view / comments
What will help you to succeed?

Parent/carers view / comments (if in attendance)

Behaviour contract	
<p>Areas for development:</p> <p>1.</p> <p>This will look like:</p> <p>2.</p> <p>This will look like:</p> <p>3.</p> <p>This will look like:</p>	
Who is responsible for managing this contract (staff)?	
Where will staff check in take place?	
How frequently?	
At what time?	
How long will the contract last?	
Date of next review meeting	
Signed (child)	
Signed (parent/carer)	
Signed (staff)	

Reintegration Contract

Name:	
Class/form/tutor:	
Date contract starts:	

This contract has been drawn up to support me to be successful in school.

These are the areas I will work on:

1.	
	This will look like:
2.	
	This will look like:
3.	
	This will look like:

I will report to:	
I will go to:	
At this time:	
On these days:	
If I am successful, this contract will finish on:	
Signature of child:	

Ormiston Meridian Academy

Behaviour Policy

Policy version control

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1. Policy statement and principles

1.1. We are dedicated to ensuring that our academy environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe academy where

students feel included in every aspect of academy life and comfortable to voice their opinions.

Ormiston Meridian Academy (OMERA) approaches the promotion of fundamental British values in line with the Government's PREVENT theme of the anti-terrorist strategy CONTEST. These British Values are; democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief.

Each is defined below and placed in a school context through the use of examples. It is, without question, everyone's duty to ensure they **do not** undermine these fundamental British values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

Every curriculum area within the Academy has a detailed overview of how they promote fundamental British values in their lessons. Details of these are available upon request.

1.2. This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their academy years.

1.3. We believe that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

At OMERA we use OMERA standards to support behaviour for learning. This is an academy wide initiative that is promoted within all lessons.

OMERA standards are:

Silence when the teacher is talking.

Top Ten on the table at all times.

Arrive on time; (Meet, Seat and Greet).

Nominate a Leader of Learning.

Down, pens whilst the teacher is talking.

Answer questions in full sentences.

Respect each other using good manners at all times.

Demonstrate your learning.

Stand behind your chair and wait to be dismissed.

2. Definition

2.1. This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

2.2. The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- ✦ Their relationship with themselves, e.g. their self-confidence as a learner
- ✦ Their relationship with others, e.g. how they socially interact
- ✦ Their relationship with the curriculum, e.g. how best they learn

2.3. In order to foster a positive learning environment in OMERA these relationships must be developed and supported.

2.4. Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

2.5. Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

2.6. This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Complaints

3.1. All complaints are dealt with under the OAT Complaints Policy.

3.2. Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

3.3. The outcome of the complaint will be communicated in writing.

4. Monitoring and review

4.1. This policy will be reviewed [insert time period] or in the following circumstances:

- ✦ Changes in legislation and / or government guidance
- ✦ As a result of any other significant change or event
- ✦ In the event that the policy is determined not to be effective

- 4.2. If there are urgent concerns these should be raised to the Sam Darlington in the first instance for them to determine whether a review of the policy is required in advance of the review date.

5. Roles and responsibilities

5.1. Students

- 5.1.1. The academy expects all of its students to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated.
- 5.1.2. Students are ambassadors of our academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts.
- 5.1.3. Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The academy asks that students carefully read and then sign the home-academy agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

5.2. Students will:

- 5.2.1. Abide by the Home-Academy Agreement and the Academy's Behaviour for Learning Policy at all times.
- 5.2.2. Act as positive ambassadors and representatives of name of Academy through their exemplary behaviour.
- 5.2.3. Be polite and respectful of others in the surrounding community.
- 5.2.4. Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
- 5.2.5. Cooperate with other students and members of staff in order to create a positive learning environment.
- 5.2.6. Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.
- 5.2.7. Correctly present themselves in name of Academy's uniform, in accordance with the Academy's Uniform Policy.
- 5.2.8. Respect and value the environment and their surroundings, as well as each other.
- 5.2.9. Not act in a manner which is disruptive to the learning of others.
- 5.2.10. Under no circumstances put the health and safety of others at risk.

5.3. Academy

- 5.3.1. The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face.
- 5.3.2. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.
- 5.3.3. We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.
- 5.3.4. The academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.
- 5.3.5. Staff are a constant presence around the academy, before and after the academy day, inbetween classes, during breaks in the academy day, and at lunch times, to check that students are using the academy grounds respectfully and behaving appropriately.
- 5.3.6. The academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

5.4. Staff members will:

- 5.4.1. Implement the Academy's Behaviour for Learning Policy at all times.
- 5.4.2. Maintain a positive and well-managed learning environment.
- 5.4.3. Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- 5.4.4. Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.

- 5.4.5. Use the rules and consequences outlined in this policy clearly and consistently.
- 5.4.6. Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- 5.4.7. Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- 5.4.8. Record all behavioural events, both positive and negative, on the Academy's management information system, by following the correct reporting procedure.
- 5.4.9. Raise any concerns regarding students' behaviour with the relevant (position/job title).
- 5.4.10. Take the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- 5.4.11. Support other members of staff with behavioural issues involving individual students or groups of students.
- 5.4.12. Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- 5.4.13. Organise detentions where appropriate.
- 5.4.14. Intervene promptly when they encounter poor behaviour or unexplained absence.
- 5.4.15. Immediately contact the [position/job title] and the rest of the SLT when there has been a serious breach of the Academy's Code of Conduct.
- 5.4.16. Contact parents/carers regarding their child's behaviour where necessary.
- 5.4.17. Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- 5.4.18. Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- 5.4.19. Monitor the attitude, effort and quality of the students' work.
- 5.4.20. Make referrals to external agencies where necessary, e.g. the behaviour support service.
- 5.4.21. Inform the SLT of relevant behaviour data and trends.
- 5.4.22. Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
- 5.4.23. Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

5.5. Parents

- 5.5.1. Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they

will respect and support the academy's behaviour policy and the authority of academy staff. Building academy life into a natural routine ensuring that your child is at academy on time, appropriately dressed, rested, and equipped will encourage your child to adhere to academy rules and procedures.

5.5.2. We ask parents to work with the academy in support of their child's learning, which includes informing the academy of any special educational needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

5.5.3. In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from the academy and, if invited, to attend a reintegration interview at the academy with their child.

5.6. Parents/Carers will:

5.6.1. Abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.

5.6.2. Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.

5.6.3. Share any concerns they have regarding their child's education, welfare, behaviour and life at name of Academy with the

5.6.4. student's classroom teacher or SLT.

5.6.5. Support their child's independent learning.

5.6.6. Support the Academy's decisions in relation to behavioural issues, whilst having the right to question name of Academy's decisions regarding their child's behaviour.

5.6.7. Ensure that their child correctly presents themselves as a student of name of Academy, in accordance with the Academy's Uniform Policy.

6. Academy behaviour

6.1. Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy.

6.1.1. Always be on time

6.1.2. Keep your appearance smart and tidy

6.1.3. Wear regulation academy uniform at all times to and from academy

6.1.4. Rude, derogatory, racist or defamatory language will not be tolerated

6.1.5. Be considerate of your peers and the extended community

6.1.6. Do not run through hallways and corridors

6.1.7. Do not shout out during lessons, or shout to one another in hallways, or when in public places

6.1.8. Be polite and respectful at all times

6.1.9. Respect and look after the academy premises and environment, both on the academy site and outside

6.1.10. Do not litter or not vandalise academy property in any way

6.1.11. Unauthorised absence from academy will not be tolerated

6.1.12. Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances

6.1.13. Disobeying staff will not be tolerated

6.1.14. Under no circumstances will illegal or inappropriate items be brought into academy

6.1.15. Gambling is not allowed on academy property

6.2. The following items are not allowed in the academy under any circumstances:

- ✦ Alcohol and drugs
- ✦ Cigarettes, matches, and lighters
- ✦ Chewing gum
- ✦ Weapons of any kind
- ✦ Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material

7. Classroom behaviour

7.1. OMERA Standards will be clearly displayed in each classroom.

7.2. Dealing with behavioural problems is primarily the responsibility of teaching staff.

7.3. Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

- 7.4. Praise will be used to set high expectations at the start of the lesson, in conjunction with nonverbal cues and private corrections in order to focus students on learning.
- 7.5. Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- 7.6. All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- 7.7. When a student acts in a disruptive manner or ignores instructions given by a staff member, the following steps will be taken:

- ★ **Verbal Warning** – the student is reminded of their expectations
- ★ **Written Warning** – the staff member informs the student of the consequences of their disruptive behaviour, such as issuing a warning of a detention and logs it on the academy behaviour system, the staff member may move the student from where they are sat in the classroom.
- ★ **Yellow Card** – if the student's behaviour persists or remove the student from the class (into another class within the faculty), in order to avoid affecting the learning experience of other students.
- ★ **Red Card** – if the students behaviour persists after they have been moved into another class that member of staff **red cards** the student and contacts high profile.
- ★ **Respect Room** – if the students fails a Red Card referral they will be in RESPECT for minimum of 2 hours
- ★ **Internal Exclusion** – if a student's fails Respect Room they will be in IE for a minimum of one day
- ★ **PALP Placement** – Depending on the incident a student will receive a Pastoral and Learning Program placement at OSSMA
- ★ **Fixed Term Excluded** – Depending on the incident or failed PALP placement the student will be excluded.

7.8. Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

7.9. De-escalation techniques will be used at all times.

7.10. Where
poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:

- ✦ **Stage 1** – the classroom teacher will manage behaviour strategies, sanctions and the three-step process outlined above.
- ✦ **Stage 2** – if poor behaviour persists, pastoral staff will become involved in managing the behavioural incident.
- ✦ **Stage 3** – serious breaches of conduct and persistent offenders will be dealt with by the headteacher and the rest of the SLT.

7.11. The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.

7.12. Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible and respectful manner, as would be expected in a classroom.

7.13. During lessons members of senior staff support behaviour through the use of high profile. Teaching staff are able to contact 'HP' if they require support within their lesson.

8. Attendance

8.1. Regular attendance at the academy is required by law, and we take attendance very seriously

8.2. A register is taken daily and at the start of each lesson. Disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late.

8.3. Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's attendance policy.

9. Uniform and appearance

Introduction

We are proud of the way our students present themselves. We believe that uniform expresses a commitment to the values of our academy and demonstrates that a student is part of our culture of success. Our students are expected to dress in perfect uniform, within the academy and on their way to and from the academy.

We expect that all students and parents fully support this policy.

The following information can be found in our behaviour Policy Section 9 Uniform and Appearance

9.1. Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

9.2. The standard uniform is as follows:

Uniform

Grey blazer with Academy logo. Blazers are to be worn on route to and from the Academy as well as during the Academy day.

Plain white traditional school shirt with collar to take a tie and top button fastened.

Shirt tucked into the waist.

Plain black shalwar kameez over school shirt and tie. Plain black/grey hijab.

Clip on tie – Royal blue and amber with double stripe.

Smart tailored plain black trousers. No jeans, denims, chinos, cords, combats, hipsters, skinny fit, recent fashion trends or other casual trousers.

Plain black regulation tailored school skirt of knee length, no close fitted elasticated skirts are allowed, (skirts must be a tailored fit)

Plain black socks, black or neutral colour tights.

Plain black leather/leather look, fabric, canvas or suede, black patent shoes with low heels. No pumps or trainer-like shoes, no boots, sandals or sling backs. No footwear with logos allowed.

Plain black V necked woollen sweater (optional). No cardigans. The woollen sweater should not be worn without the blazer. If too warm, the sweater must be removed – not the blazer.

Outdoor coat

Plain black or navy blue outdoor coat for cold/wet weather.

No hooded or leisure/sports tops.

Academy bag – all students must carry one bag for Academy work.

Hair styles

Hairstyles should be neat and tidy, of a nature that would be acceptable within a professional environment. Examples of hairstyles that are not acceptable include: Shaved or extremely short hair

Lines or patterns shaved into a student's hair Unnatural colourings in a pupil's hair.

Dramatic 'steps' or changes in length. Where changes in length do occur, these should be graduated. No 'Top knots' this list is not exhaustive. Interpretation of the policy will be at the Principal's discretion. If you are unsure if a hairstyle would be acceptable to the Academy, you are advised to contact the Academy for clarification before the haircut takes place.

Students who choose to wear their hair long should have a bobble with them to tie their hair back when required for health and safety reasons. Any hair accessories (e.g. headbands) should be plain black, blue or grey. If a student's hairstyle is in breach of this policy, then the pupil will be educated in isolation.

Jewellery & Make-up

Make-up and nails – all make-up should be natural with no excessive colours, no excessive false eyelashes, no strong eyeliner, no nail extensions.

Jewellery/Piercings – one small single stud earring in each earlobe is accepted. One wristwatch is allowed.

No hoop earrings, no ear stretchers/tapers/spike earrings, large earrings or retainers.

No other visible facial or body piercings e.g. nose, lip, eyebrow. No visible facial or body tattoos.

Bracelets and necklaces or chains are not allowed.

Decisions regarding the suitability of uniform items remain at the Principal's discretion.

9.3. Students who come in not wearing the correct academy uniform may isolated or be sent home to change.

Decisions regarding the suitability of uniform items remain at the Principal's discretion.

Supplier of Uniform

Our main supplier is

School's In, Meir, 41 Weston Road, Meir, Stoke-on-Trent ST3 6AB Contact: Mr D.

Moulton Tel: 01782 310111 Email: sales@all-schoolwear.co.uk

<https://www.schoolsinuniform.co.uk/product-category/ormiston-meridian-academy-2/>

10. Unacceptable behaviour

10.1. The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy

10.1.1. Verbal abuse to staff and others

10.1.2. Bullying in any form (see the Anti-Bullying Policy)

10.1.3. Verbal abuse to students

10.1.4. Physical abuse / attack on staff

10.1.5. Physical abuse / attack on students

10.1.6. Indecent behaviour

10.1.7. Damage to property

- 10.1.8. Misuse, possession or supplying illegal drugs or alcohol
- 10.1.9. Misuse of other substances
- 10.1.10. Theft
- 10.1.11. Serious actual or threatened violence against another student or a member of staff
- 10.1.12. Sexual abuse or assault
- 10.1.13. Carrying an offensive weapon
- 10.1.14. Arson
- 10.1.15. Persistent defiant behaviour
- 10.1.16. Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour

11. Drugs

11.1. The academy will not tolerate drug use of any sort on academy property or during off-site academy activities (please refer to the Drugs, Alcohol and Tobacco Policy). The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

11.2. Prescription drugs/Controlled Substances

11.2.1. Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

11.3. Non-prescription drugs

11.3.1. Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in academy. If they need medication they can go to the academy nurse.

11.4. Medication

11.4.1. We are aware that it may be necessary for some students to take medication during the academy day. (Please see the Supporting Students with Medical Needs Policy). Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication.

12. Alcohol

12.1. Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

13. Disciplinary sanctions

The academy operates using the following disciplinary measures:

<i>Sanctions</i>	<i>Examples of use</i>
<i>Written</i>	Logged on the academy behavior system and sanction given within lesson (move seats, contact home etc.)
<i>Yellow Card</i>	Student exited from the classroom to another room within the faculty
<i>Red Card</i>	Students are removed from the faculty and placed within the respect room
<i>Respect Room</i>	Students are isolated for 2 hours away from their peers

Detentions run for a minimum of 20mins per night and can run for to 2 hours depending on the sanction

Students will be isolated from their peers for minimum of one day depending upon the incident
Interpretation of the policy will be at the Academies discretion

Students will at Ormiston Sir Stanley Matthews IE for a minimum one day of Isolation depending upon the severity of their actions Interpretation of the policy will be at the Academies discretion

A students will receive a FTE depending of the severity of their actions the academy withholds the right to decide the length of FTE in line with the behaviour policy. Interpretation of the policy will be at the Academies discretion

A students will be permanently excluded for either a one off incident after an investigation and or a collection of persistent disruption in line with the behaviour policy. Interpretation of the policy will be at the Academies discretion

Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.
A teacher or someone who has lawful control of the child can search a student with their permission to look for any item that the academy's rules say must not be brought into academy. Principals and / or members of staff authorised by them have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'.
Prohibited items that can be searched for without consent include:

- + Knives or weapons
- + Alcohol or drugs
- + Stolen items
- + Tobacco and cigarette papers
- + Fireworks
- + Pornographic images
- + Articles that have been or could be used to commit an offence or cause harm
- + Any item which the academy rules identify as an item for which a search may be made

Staff can 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.

Where appropriate the items seized may be handed over to the police. Any cigarettes confiscated in academy will be destroyed.

Detention

Internal Exclusion

PALP Placement

Fixed term exclusions

Permanent exclusions

Searching and confiscation

Following searching and confiscation of items the academy will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the academy.

Please see Search Policy

<i>Use of force</i>	<p>The academy does not encourage the use of force and it will be used very rarely in special circumstances. 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.</p> <p>Academy staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:</p> <p>Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);</p> <p>Causing personal injury to, or damage to the property of, any student (including him or herself)</p> <p>Prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a teaching session or otherwise</p> <p>All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises – i.e. on an academy trip.</p> <p>Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents.</p> <p>Such serious incidents involving the use of force will also be recorded by the academy.</p>
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Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon students for serious misbehaviour.

14. Regulating students' offsite conduct

- 14.1. Students who are caught or known to have been misbehaving on the way to or from the academy, or near the academy premises, will be disciplined by the academy. This also applies to students who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.
- 14.2. In addition students who seek outside of academy hours to bully or otherwise cause harm to other students at the academy whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the academy itself.

15. Unacceptable behaviour outside the academy

- 15.1. Community partnership and cohesion is extremely important at OMERA. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.
- 15.2. All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.
- 15.3. This will include any unacceptable behaviour when a student:
 - ✦ Is taking part in any activity organized by the academy
 - ✦ Is travelling to or from the academy
 - ✦ Is wearing academy uniform
 - ✦ Is in some other way identifiable as a student at the academy
 - ✦ Poses a threat to another student or member of the public
 - ✦ Could adversely affect the reputation of the academy

16. Rewards policy

- 16.1. The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Students receive house points based on personal development, academic achievement, behaviour, attendance, extra-curricular participation and citizenship. House points awarded link to the school values of ambition, courage, respect, honesty and inspiration. Each year students will start with

zero house points and work towards bronze, silver, gold and platinum awards. There will be further recognition in Year 11 for students who have accumulated badges, at least up to the gold threshold, in each of their five years at school. They will also be awarded bronze, silver, gold and platinum certificates as they accumulate points throughout the year. Learners will be awarded badges at the end of year and asked to wear the badge(s) on their blazer. Students are consistently rewarded for both academic and personal achievement throughout the year during house and celebration assemblies through the use of certificates and prizes.

Achiever Values		Criteria	Points
Ambition The desire and determination to achieve success without limits.	Personal Development	Attendance (Half Termly)	100% - 30 points 98% - 20 points 96% - 10 point
		90% attendance at an extracurricular club each half term	20 points for each club attended per half term
		Success outside of school / Completion of personal goal	10 points
		Securing a post 16 placement	30 points
		Completion of work experience placement	30 points
		Achiever Leader Award	Bronze – 20 points Silver – 40 points Gold – 60 points Platinum – 80 points
	Academic Development	Making a lasting contribution to student leadership	50 points
		Consistent attendance to P6 for each half term.	10 points
		Most improved assessment per class	50 points

		Highest assessment mark per class	50 points
		Outstanding contribution towards learning	30 points
		High standards of literacy and oracy and the use of tier 2 vocabulary in class	30 points
		Above and beyond HAIL	30 points
		Extraordinary learner special recognition	60 points
Courage When faced with challenges, we tackle that challenge head-on and with bravery.	Personal Development	Duke of Edinburgh Representing the school (trip, event or competition) Presenting to students and staff. Attending events at the Arch	Completion of section – 10 points Completion of Award – 50 points 10 points 20 points 10 points per half term
Inspiration Feel enthused by a person or idea that ignites your passion to become even better than you were before.	Academic Development Personal development	Success Score in lessons Subject recognition (text home/praise phone call) Students leadership	5 – 2 points 4 - 1 points 20 points Subject leader – 20 points Form Captain – 30 points Year Captain – 40 points House Captain – 40 points

			Accreditation – 50 points
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Honesty and Respect We are always truthful with each other and ourselves, act with integrity and do the right thing. Demonstrating an ability to appreciate others' opinions, actions and beliefs.	Personal development	Community service or charity work	30 points
		Act of courtesy, respect and kindness	5 points
		Teacher or Student leadership recognition for going above and beyond.	10 points

- ✦ Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- ✦ Always have a positive effect upon others as well as the recipient. ✦ Be used to motivate students and help them to feel valued.

16.2. OMERA has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods:

- ✦ Certificates
 - ✦ Headteacher awards
 - ✦ Verbal praise
 - ✦ Written praise
 - ✦ Phone call home
 - ✦ Comments at parents evening
 - ✦ Prizes
-
- ✦ OMERA recognises that students should be rewarded for displaying consistently good behaviour.
 - ✦ Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work.
 - ✦ Positive behaviour will be promoted and reinforced by the Academy's clear reward system.

16.3. Praise will:

- ✦ Be given in relation to a specific task or action.
- ✦ Be earned, ensuring that the recipient is clear about what they are being praised for.
- ✦ Reinforce name of Academy's core values and ethos.
- ✦ Not be awarded for vague accomplishments or be given too easily and spread too widely.
- ✦
- ✦ Awarding merits
- ✦ Stickers
- ✦ House/team points

- ✦ Early lunch pass
- ✦ Sweets or treats
- ✦ End of term whole-class rewards
- ✦ Termly assemblies are held to praise and reward students' achievements and effort.
- ✦ Reward activities are arranged for groups of students at the end of the year.
 - ✦ at the end of the year.