Behaviour Policy

Policy type	Statutory, OAT Mandatory Template
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Approved by Trust Board	
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1. Introduction

1.1. The main purpose of the Behaviour Policy is to ensure that all children and staff 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 Ormiston Academies Trust (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 five values that shape everything we do.

Values:

- **Ambition**: We believe everyone can achieve and strive for excellence in all we do.
- **Learning**: We are committed to continuous learning, seeing growth and development as the path to improvement.
- **Perseverance**: We embrace challenges and grow by tackling difficult things.
- **Collaboration**: We achieve more by working together.
- **Inclusion**: We break down barriers to ensure everyone can learn, grow and participate.

Principles of behaviour and belonging:

1.3. Our three principles of behaviour and belonging underpin everything we do as an academy. They reflect our commitment to fostering an inclusive, respectful, and supportive environment where every child can thrive. We believe that a positive school culture is the foundation for academic success and personal growth, and it is through shared norms, compassionate interactions, and clear expectations that we create a space where all childs feel they belong.

1.3.1. Always a reason

Children are explicitly taught the reasons behind rules and routines in our academy in order to create disruption free learning in safe, calm environments in which children work hard and are successful. Rewards and sanctions promote positive norms and support the inclusion of all children in the school community. Rules and routines create a sense of belonging and create positive school experiences. They support children in achieving useful outcomes of which they can be proud.
At our academy everyone understands upholding shared behavioural norms is a collective responsibility and that a school's culture is an expression of all its members.

1.3.2. Positive regard

Every child is treated positively. Interactions between members of a school community are characterised by respect and warmth. Adults are compassionate especially when behaviour is challenging, because they understand children do not arrive at school with the same understanding of appropriate behaviour.

Children who struggle the most receive the highest levels of support, and schools focus on finding causes of poor behaviour and addressing these, not excusing or explaining them away. Support is characterised by its proactivity – our staff aim to find solutions before children reach crisis.

1.3.3. **Clear is kind**

At our academy, children are explicitly taught rules and routines in a sequenced behaviour curriculum encompassing all aspects of school life, including extra-curricular activities and the journey to and from school. All children are supported to understand how to be successful. Children at all Ormiston Academies know what is expected of them and what happens when they meet or do not meet these expectations.

1.3.4 These are further reflected through Ormiston Park Academy's vision that all children 'Believe and Achieve' and underpinned by our PARK values:

- Perseverance
- Aspiration
- Responsibility
- Knowledge

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023
- Suspension and permanent exclusion from maintained schools, academies, and child referral units in England, including child movement 2024
- Working together to improve school attendance 2024
- Use of reasonable force in schools
- Supporting childs with medical conditions at school
- Mental health and behaviour in schools
- Special Educational Needs and Disability (SEND) Code of Practice.
- Relationships and sex education (RSE) and health education
- Arranging Alternative Provision: A Guide for Local Authorities and Schools 2025

3. 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
- Whistleblowing
- Uniform

4. Leadership and Management

4.1. Trustees and Governors

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

4.1.2. 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

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

4.1.4. 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

4.2. Principal

4.2.1. 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.

4.2.2. 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, adopting the OAT five components of high and effective visible leadership.

- 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

4.3. Teachers

4.3.1. Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all children[1]

4.3.2. Teachers will:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting 'positive good behaviour' and 'good character' 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
- teachers aim to understand the needs of all children in their classes by referring to specific plans and strategies for individuals where relevant.
- maintain consistent standards of behaviour in the classroom while ensuring reasonable adjustments are made by balancing fairness with flexibility

4.4. All staff

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

4.4.2. 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 interaction to develop habits[2]
- address misbehaviour swiftly and act decisively when behaviour, including the use of discriminatory and derogatory language, falls below the expected standards

4.5. Children

[1] [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

4.5.1. Children will:

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

4.6. Parents

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

4.6.2. Parents are expected to:

- 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 – Head of Learning, Ms Gakungu
- work with the academy following reports of misbehaviour (for example: attending return to learning meetings or reviews of specific behaviour interventions)
- positively engage in any behaviour improvement plans and referral processes and encourage child to engage and succeed in both internal and external interventions
- raise any concerns about the management of behaviour with the academy directly with Ms Gakungu

5. Behaviour Curriculum

5.1. All OAT academies believe that behaviour can be learned and therefore it can be taught through a well planned behaviour curriculum. Positive behaviour reflects the values of the academy, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely.

5.2. Behaviour is explicitly taught to all childs, so that they understand what behaviour is expected and encouraged and what is prohibited. Positive reinforcement is then given when expectations are met, while sanctions are required where rules are broken.

5.3. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture. We have a behaviour curriculum that defines and explicitly teaches the expected behaviours in our academy, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all stakeholders with explanations around the reasons why certain behaviours are important.

5.4. The behaviour curriculum represents the key habits and routines required in the academy. Routines are used to teach and reinforce the behaviours expected of all children. Consistent and repeated practices promote the values of the academy, positive behavioural norms, and certainty of the consequences of unacceptable behaviour. Any aspect of behaviour expected from children is made into a commonly understood routine, for example, entering class, handing out equipment or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow

5.5. At Ormiston Park Academy, children are taught the behaviour curriculum through: the tutor behaviour curriculum, PSHE, assemblies, tutor time and particular strategies to teach behaviour e.g. mentorship, referral to external agencies and child leadership.

5.6. Any children who join mid-term will be given information about the academy behaviour system and their understanding of this will be monitored by the form tutor and Head of Learning.

6. Behaviour Expectations

6.1. In Ormiston Park Academy, children are expected to follow behaviour rules and uphold our PARK values

6.2. The following rules apply to all children in the academy:

- Be ready to learn
- Be on time to school and to all lessons
- Dress in full school uniform
- Be responsible for your own learning and respectful of the learning of others.
- Be respectful
- Respect yourself, others and your environment
- Be polite, kind and considerate
- Listen to others and expect to be listened to
- Be safe
- Move quietly and calmly around the academy
- Eat and drink in appropriate places
- Be in the right place at the right time

7. Behaviour expectations and SEND

7.1. All children, including those with SEND, are expected to adhere to the academy's behaviour expectations and routines. However, the academy recognises that some children with SEND may need support to meet these expectations effectively.

7.2. Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. The academy should consider whether the child understood the instruction and was unable to act differently. Where behaviour is influenced by a child's underlying needs, the academy will adopt a graduated response to support them.

7.3. Ormiston Academies Trust principles of behaviour and belonging have been designed to support all children and especially children with SEND.

7.4. Reasonable adjustments and adaptions will be considered for children where their disability and/or special educational need impacts behaviour. This may include tailored interventions, additional support, or alternative methods of communication to help them understand and meet behavioural expectations.

7.5. Where appropriate, more bespoke support plans, which identify specific strategies and support, may be developed in collaboration with the SENCO, teachers, parents and other professionals.

7.6. Staff members are trained to understand the needs of children with SEND and how these may influence behaviour.

8. Recognition and reward

8.1. The academy rewards good behaviour, as it believes this will develop an ethos of kindness, cooperation and hard work within the academy. The policy is designed to promote good behaviour and encourages children to support the academy's values.

8.2. The academy's reward system aims to create a clear, simple and recognisable structure that children and staff can use consistently, enabling children to feel more enthusiastic and committed to school like. Our reward system revolves around demonstrating 'positive good behaviour' and 'good character' around the academy. At any time throughout the day a member of staff can award achievement points, call home and give shout outs to children who are demonstrating academy values and good character. Teachers are encouraged to send positive postcards home

8.3. At the end of a lesson a teacher may also award a certificate and voucher to those children who have had an outstanding lesson and gone above and beyond.

8.4. Childs will also be awarded achievement points and other rewards for having a full week of attendance, no negative behaviour points, attending enrichment activities and taking part in leadership and/or child voice activities.

8.5. At the academy, we have a range of rewards and recognition. These include*:*

- Verbal praise.
- Achievement points
- Teachers call home to inform the parents.
- Most improved awards (behaviour, attendance)
- Certificates, prizes, vouchers
- Nominated for the subject awards.
- Post cards sent home.
- Reward trips in the summer term.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards
- Reward Breakfast
- Lunch queue pass
- Principal's lunch.

9. Consequences and sanctions

9.1. The aims of our academy response to misbehaviour is to maintain the culture of the academy, restore a calm and safe environment in which all children can learn and thrive in disruption-free classrooms and prevent the recurrence of misbehaviour. Therefore, sanctions are a legitimate form of behaviour management. Consequences are issued immediately and sanctions will always be set for the same day.

9.2. 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.

9.3. When managing behaviour, staff apply our principles of behaviour and belonging with due consideration.

- Always a reason
- Clear is kind
- Positive regard

9.4. 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.

9.5. Sanctions must be reasonable and proportionate.

9.6. Following any sanction, the academy will support the child to reflect on and understand their behaviour. At the same time, staff will work together to understand a child's context as this will inform effective responses to more complex behaviours.

9.7. The academy will plan and use age/developmentally appropriate strategies and interventions to support a child, without lowering expectations for any child's behaviour.

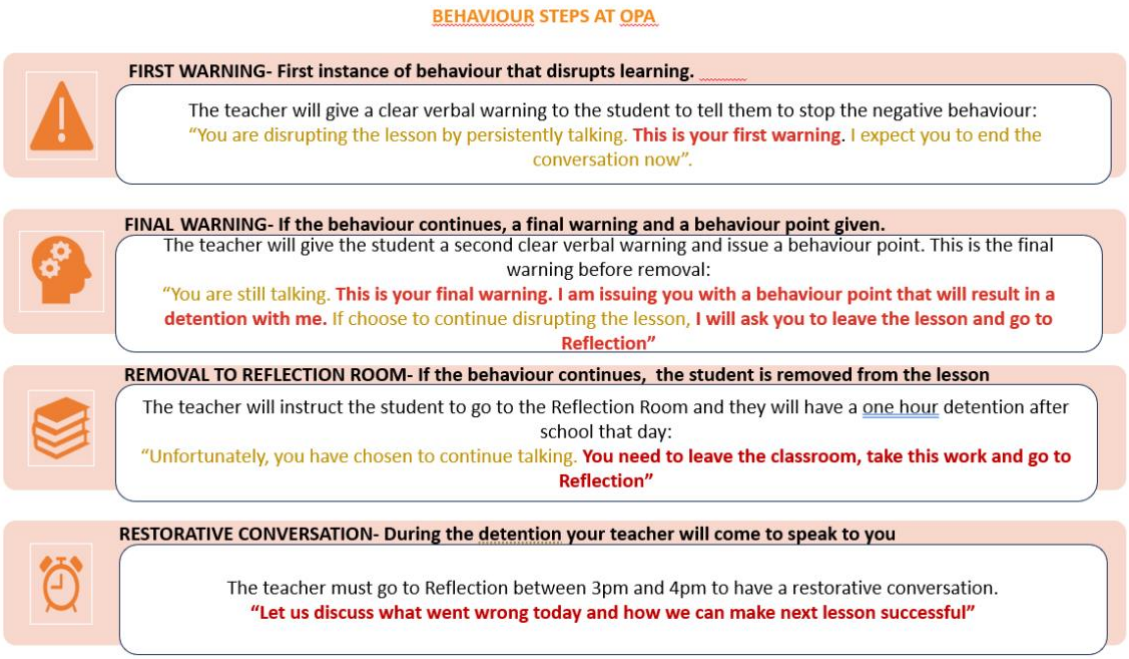
9.8. Ormiston Park Academy behaviour system - The use of the sanction range is flexible, and the academy has the discretion to issue consequences such as suspension, even if prior steps have not been given for more serious behaviour incidents.

Examples of inappropriate behaviour that can receive a warning/detention:

- Late to lesson
- Not completing the work set/homework
- Disrupting lesson
- Distracting others
- Wandering around the classroom
- Not following seating plan
- Doodling in your exercise book
- Chewing gum

Examples of inappropriate behaviour that can lead to removal from lesson:

- Harmful/discriminatory language regarding protected characteristics and safeguarding
- Violence
- Persistent Defiance
- Verbal abuse towards staff
- Possession of prohibited items



Sanctions	Reason - Examples
Teacher Detention	Poor behaviour in lessons. Held at lunch time. Parents/carers informed via Satchel One.
Punctuality Detention	Lateness to school and persistent lateness to lessons. Held after school on the same day for 30min. Failure to attend will result in a 60min and 90min SLT detention.
Behaviour Detention	Held after school on the same day for 60min. Failure to attend will result in a 90min SLT detention and further sanctions. Parents/carers informed via Satchel One
SLT Detention	Held after school daily for 90min. Failure to attend will result in further sanctions. Parents/carers informed via Satchel One
Internal Suspension	Examples of reasons for internal suspension: • Multiple behaviour detentions in one day • Refusal/failure to attend SLT detention • Inappropriate behaviour in the community • High profile/severe inappropriate behaviours • External truancy • Safeguarding and health and safety violations • Bullying incident
Managed off-site placement	Examples of reasons for off site placement: • Persistent defiance and refusal to follow instructions • Inappropriate behaviour in the community • Severe inappropriate behaviours • Serious safeguarding and health and safety violation • Bullying • Serious verbal threat/swearing
Suspension	• Serious verbal threat to staff/swearing directly at others • Persistent failure to follow expectations • Violence • Serious safeguarding and health and safety violation
Managed Move or Alternative Provision	• Persistent defiance and failure to follow expectations • Persistent suspensions or of-site placements • One off serious HSB incident
Permanent Exclusion	• Persistent disruptive behaviour • Serious one off incidents
Approaches to support behaviour needs pre and post sanctions	• Wellbeing support • An understanding of childhood experiences and how these may impact on behaviour • Restorative communication

	• Referral to external agencies • Possible referrals to SENCO • Meetings with parents • Behaviour and safety contracts • Restorative conversation with relevant staff members or peers • Pastoral support • Report cards • Time out for child to refocus and calm down • Seating plan change

9.9. Removal from Lesson

9.9.1. Removal from lesson is a serious consequence of persistent disruptive behaviour and will only be used once other behavioural strategies have been attempted and children have been given warnings, unless the behaviour is so extreme as to warrant immediate removal. Removal is necessary as all children have a right to learn in disruption free and safe environments.

9.9.2. Removal from lesson in itself is not a sanction. The purpose of a child being removed is so other children can continue to learn and the teacher can teach without interruptions. It will also offer the child an opportunity to reset and receive short term support to self-regulate to be able to return to learning as soon as possible.

9.9.3. The sanction for being removed from lesson is a same day after school detention.

9.9.4. Children who are removed from class will be sent to Reflection where their education will continue in line with the curriculum offer. Children will be supported to return to learning. The academy will ensure that staff supervising removal areas are appropriately trained to support children.

9.9.5. Children will remain in removal for no longer than is necessary. For most children this will be a maximum of 1 day. 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.

9.10. Detentions

9.10.1. The law states that staff have the authority to issue detentions to children, including same-day detentions and those set outside of school hours without requiring parental consent. The academy will inform parents of same-day after school detentions that are longer than 20-minutes by Satchel One.

9.10.2. Staff will not issue a detention outside of school hours where there is any reasonable concern and evidence that in doing so would compromise a child's safety

9.10.3. Staff should consider whether suitable travel arrangements can reasonably be made by the parent for the child. Parents must support the academy and the child in attending a sanction for consequences of poor behaviour. Where after school detentions may pose an inconvenience to a family, best efforts are to be made to come to an arrangement of when the child can attend such sanction.

9.10.4. Where detentions take place at lunchtime, staff will allow reasonable time for the child to eat, drink and use the toilet.

9.10.5. Ormiston Park Academy operates a centralised detention system that is staffed by academy staff. Where a child has received a detention due to being removed from a lesson, the subject teacher will briefly meet the child during their detention to have a restorative conversation. Restorative conversations are also expected to take place between any staff of child in relation to any out of class poor behaviour. Detentions include teacher detentions and after school detentions.

9.11. Internal Reflection

9.11.1. Internal Reflection (IR) is a serious sanction that may be issued to a child for repeated non- compliance or a one-off incident that does not meet the criteria for suspension but is serious enough to warrant a period of removal.

9.11.2. Children will spend at least a full day in IR, which begins upon arrival at 8.30am and may include a detention for up to 90minutes at the end of the day.

9.11.3. In IR, relevant curriculum work will be provided and children are expected to work independently throughout the day and reflect upon the behaviour that led to them receiving this sanction. Children will also have opportunity to complete restorative work and they will be supported to improve behaviour in future.

9.12. Suspension and permanent exclusion

9.12.1. Suspensions will normally 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 a variety of support and intervention.

9.12.2. For a permanent exclusion to be imposed, the principal must also be satisfied that to allow the child to remain in the academy would seriously harm the education or welfare of the child or others, such staff or children in the academy.

9.12.3. 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.

9.12.4. For children who have received more than one suspension within the same academic year, pastoral leaders will commence the 'suspension support checklist' to identify what support, screening,

assessments and interventions may be required to support an improvement in behaviour and reduce the risk of further suspensions.

9.12.5. For children with SEND and especially for children with an EHC plan where the academy has concerns about behaviour, leaders of behaviour and SEND should liaise and consider calling an early annual review as per the guidance in the suspension support checklist.

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

9.12.7. For all permanent exclusions, principals must consult with their Education Director before a final decision to permanently exclude is confirmed

9.12.8. Where the child has an EHCP, OAT's National Director of AP and Special Academies or SEND Lead Practitioners, in addition to the relevant Education Director will have been contacted for consultation before a decision to permanently exclude is made.

9.12.9. Whenever the principal suspends or permanent excludes a child, they must notify the social worker, if the child has one and the Virtual School Headteacher (VSH) if the child is in care.

9.12.10. Where there are safeguarding concerns surrounding a suspension or permanent exclusion, the principal may consider sending the child to a partner academy to serve their suspension or first five days of the permanent exclusion under supervision.

9.12.11. The Principal informs the Local Authority about suspensions.

10. Graduated approach to behaviour support

10.1. The academy believes that early intervention is crucial in supporting children to improve behaviour . Therefore, staff logging behaviour (both positive and negative) on Stachel One and CPOMS allows pastoral and senior leaders to monitor and analyse behaviour patterns and quickly identify those children who may be accruing too many negative behaviour points due to poor behaviour.

10.2. The behaviour and inclusion monitoring system flow chart shares an overview of the levels of report/support a child may be in receipt of. This also highlights how both pastoral and SEND teams work collaboratively to support children at each stage. The list of actions are not exhaustive and act as prompts to access a wealth of interventions and strategies.

Behaviour and Inclusion Monitoring and Support System

Level	Details
Level 1 – Form Tutor Time Frame: 2 Weeks	Complete PARK report.
Level 2 – Form Tutor Time Frame: Further 2 Weeks	Consider referral for Wellbeing /Mentoring.

Level 3 – Head of Learning Time Frame: 6 weeks	HOL PARK report. Start 'suspension support checklist' at any stage following a repeat suspension. Create Behaviour Improvement Plan. Return to Learning meeting. Use of external agencies, pastoral intervention review.
Level 5 – Senior Leadership Time Frame: 12 weeks. 4 weekly review	SLT PARK report. Consider further external agency referrals (EP, Early Help). Review intervention package.

SEND Team

- Complete initial screening: EXACT, SNAP-IV.
- Consider other screening assessments as appropriate (refer to screening tracker).
- Implement appropriate intervention for any identified areas of need.
- Consider external agency assessment/support.
- Share information and strategies with staff at all stages.

11. Supporting children following a serious sanction

11.1. Return to learning strategy (reintegration)

11.1.1. A 'return to learning' meeting with parents and the child following a suspension, return from offsite direction and alternative provision is essential for restoring relationships, rebuilding trust, and setting clear expectations for future behaviour. It allows the academy to address the underlying causes of the behaviour, collaborate on support strategies, set targets and ensure the child feels welcomed back into the learning environment. By promoting accountability and involving both parents and the child in the process, the meeting helps prevent future issues and supports a successful reintegration.

11.1.2. Leaders should complete the return to learning form as set out in OAT guidance for academies.

11.1.3. The SENCO will have been consulted prior to any return to learning meetings involving children with SEND to ensure appropriate support is to be discussed.

11.1.4. The academy is committed to the inclusion of parents who may have complex working patterns, mobility or other health issues. Therefore, the academy is able to apply the necessary adjustments to enable full participation in the successful reintegration of their child e.g. attend the return to learning meeting via Teams or by phone or a pre-arranged home visit.

11.1.5. A part time timetable must not be used to manage a child's behaviour, however when supporting a child following a serious sanction or incident, a return from off-site direction, or incoming managed move, a short term reduced timetable may be considered to support a phased return to learning as part of a well planned reintegration plan and if it is in the best interests of the child.

11.1.6. Any reduced timetable as part of a phased return must only be in place for the shortest time necessary and should be documented as part of a formal pastoral support plan. A time-limit should be agreed

indicating the point the child is expected to attend full-time education, either at the academy or alternative provision.

11.1.7. Formal arrangements should be in place to review the reduced timetable, return to learning and pastoral support plan with the child and parents every two weeks until the child is accessing full time lessons.

12. Alternatives to suspension and permanent exclusion

12.1. Alternative provision/off site direction

12.1.1. Movement of children will only occur when all other strategies have been exhausted, including use of assessments, screeners, support and interventions that form part of the academy graduated approach to behaviour and inclusion. Leaders will refer to the suspension support checklist to review what support has already been provided before making a decision on alternative provision or off-site direction.

12.1.2. For the purpose of this guidance, the definition of alternative provision (AP) is when education is arranged for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension and for children being directed to off-site provision to receive education intended to improve their behaviour.

12.1.3. Offsite direction is when the academy requires a child to attend another education setting to improve their behaviour. During the period of offsite direction:

- The child may be in AP on a part-time schedule with continued mainstream education (hybrid)
- The child may be in full time AP or full time at another mainstream academy
- The child must be dual registered

12.1.4. Parental agreement is not a requirement of off-site direction. Parents should be kept informed at all stages of the process and consulted regularly

12.1.5. Where the academy's gradual approach to behaviour support and interventions has not been successful in improving a child's behaviour, the academy may use off-site direction to arrange time-limited placements at an AP or another mainstream academy. Children accessing this support will be dual registered.

12.1.6. Where it is believed a child with an EHC plan would benefit from alternative provision, the academy will inform the local authority responsible for the EHC plan so that the authority can then consider whether to review the plan.

12.1.7. Where it is believed a child in care or a child who has a social worker may benefit from an alternative provision placement, the child's social worker and the local authorities Virtual School Head (VSH) must be consulted as soon as possible.

12.1.8. If, following a review of the off-site direction it is agreed that it is in the best interest of the child, a managed move can take place and the child's name can be removed from the admission register of their home school.

12.1.9. The academy will follow OAT guidance for academies about arranging and reviewing alternative provisions and offsite direction placements.

12.2. Managed moves

12.2.1. A managed move is the transfer of a child from one mainstream school (the home school) to another mainstream school (new 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.

12.2.2. A managed move can also be undertaken following a period of off-site direction to an alternative provision setting or other mainstream academy where the child is dual registered. If, following a review of the off-site direction it is agreed that it is in the best interests of the child, a managed move can take place and the child's name can be removed from the admission register of their home school.

12.2.3. Managed moves are a voluntary process 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 child's best interests.

13. Restrictive Intervention and Use of Reasonable force

13.1. Please refer to separate Restrictive Intervention and Use of Reasonable Force Policy.

14. Power to discipline beyond the school gates

14.1. Children and parents should be aware that the behaviour policy can extend to activities outside the school day, off the school premises, including online conduct when the child is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academy
- wearing academy uniform
- in some other way identifiable as a child at the school

14.2. Even when the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another child

or member of the public, or could adversely affect the reputation of the academy. This will include any instances of cyberbullying or mis-use of social media.

15. Searching, screening and confiscation

15.1. Please refer to separate Searching, Screening and Confiscation Policy.

16. Suspected criminal behaviour

16.1. If a child is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

16.2. When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

16.3. 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.

16.4. 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.

16.5. 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.

17. Bullying

17.1. 17.1 Refer to our anti-bullying policy for full details.

17.2. The academy has adopted the Anti-Bullying Alliance definition of bullying which states that bullying *"is the repetitive, intentional hurting of one person or group by another person or group, where ethe relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."*

17.3. The behaviour policy and use of sanctions will extend to all participants involved in bullying as group behaviour. The various roles include:

- The **target** (previously referred to as the victim) – the person whom the bullying is aimed
- The **ringleader** (bully or perpetrator) – initiating and leading the bullying but not always 'doing' the bullying
- **Assistant(s**) – actively involved in 'doing' the bullying
- **Reinforcer(s**) – supports the bullying, might laugh, or encourage other people to collude

- **Defender(**s) – stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult
- **Outsider(s**) (previously referred to as bystanders) – ignores any bullying and doesn't want to get involved

17.4. The academy does not accept 'banter' as a defense for bullying behaviour. Banter is defined as 'the playful and friendly exchange of teasing remarks.'

17.5. Behaviour and use of language is not banter if:

- It's hurtful
- It's not between friends
- Someone has asked for it to stop
- The target isn't laughing
- It focuses on someone's insecurities
- It is discriminatory

18. Use of social media

18.1. The policy applies to all forms of social media and apply to the use of social media for both school purposes and personal use that may affect the school, children or staff in any way.

18.2. Misuse of social media may include (this is not an exhaustive list):

- Damaging the academy or its reputation, even indirectly
- Use that may defame the academy staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other childs or third parties
- False or misleading statements
- Use that impersonates staff, other children or third parties
- Expressing opinions on the academy's behalf
- Using the academy's logos or trademarks

18.3. Children can report misuse of social media to any member of staff in the academy. This should be logged under E-safety concern [academy insert if different] if this happens and a member of staff will investigate and sanction where necessary. Any incident relating to safeguarding will be handled by a member of the safeguarding team.

18.4. The academy accepts that social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy of the use of social media will result in sanctions.

18.5. Please also refer to separate Technology Acceptable Use Agreement

19. Malicious allegations

19.1. Malicious accusations against staff can be very damaging for the welfare of the accused member of staff, as the allegation may involve a formal investigation. If the allegation is false, then the child/children may be sanctioned with a suspension. The length of the exclusion and whether it is internal or external will be treated on a case-by-case basis.

19.2. 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, then the child/children may be sanctioned with a suspension. The length of the exclusion and whether it is internal or external will be treated on a case-by-case basis.

19.3. 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.

19.4. The academy will also consider the pastoral needs of staff and children accused of misconduct.

20. Serious incidents that require investigation

20.1. If there is a serious incident that requires an investigation, this will be overseen by the Vice Principal or Assistant Principal. If neither are available, then the [insert next in line, e.g. Director of Key Stage/Head of Year or House/Progress Leader].

20.2. Children directly involved in a serious incident, or as a witness may be separated, isolated or placed under the close supervision of a member of staff whilst initial statements are taken and pastoral support will be offered immediately to support children.

20.3. Parents will be informed as soon as is practically possible within the same day of children directly involved in a serious incident. Any delay may be associated with staff immediately supporting children and ensuring statements are thorough and truthful.

20.4. Where CCTV is available and it has captured a serious incident, this may not be made available to parents when the academy must consider the privacy of other children. The academy must comply with data protection laws.

20.5. Once an investigation has been completed, the principal will review all of the evidence before any decisions are made around appropriate sanctions and/or support and parents will be informed.

21. Mobile phones

21.1 At Ormiston Park Academy, we use secure mobile phone pouches to support a mobile-phone-free school environment. The Department for Education (DfE) guidance requires schools to ensure that students do not have access to mobile phones during the school day. The DfE recognises the use of secure pouches as one

method schools can use to achieve this. Our mobile phone expectations are designed to support a calm, focused and distraction-free learning environment, while reducing students' access to social media, notifications and inappropriate online content during the school day.

21.2 We believe we have a collective responsibility to restrict children's access to social media and inappropriate content when it is regularly reported that smart phones are a distraction and have a catastrophic impact on mental health, the ability to concentrate and learn free from distraction in school.

21.3 Therefore, Ormiston Park Academy is a phone free school, this also extends to any other device that can send or receive messages, e.g. smart watches and smart rings.

21.4 No child should be seen using a mobile phone in the academy. At the start of each day, students place their mobile phones in a secure, lockable pouch. Phones should be switched off or set to silent before being placed in the pouch.

21.5 If a student purposely damages their pouch, it will be considered vandalism and will be treated as such. Parents will be expected to pay to replace a damaged pouch. Examples of purposeful damage are ripped fabric, being cut, being torn, bent or cut pin, signs of force.

21.6 Students are responsible for bringing their phone pouch to the academy each day and ensuring that it is kept in good working condition. A replacement cost may be charged where a pouch is lost or deliberately damaged. Students must not try to open or tamper with the pouch during the school day.

21.7 If any child is seen or known to have a phone in their possession throughout the day, it will be confiscated and only returned to a parent. Parents will be notified by Satchel One or phone call and the phone will be kept in a secure place until it is collected. Parents are to arrange a time and date of when to collect the phone.

21.8 Children will be able to contact home by approaching Student Services

21.9 In case of a genuine emergency, students may request permission to access their phones via a member of staff. Staff may temporarily unlock a pouch under supervision.

21.10 We will ensure that any important messages from parents are relayed to your child during the day if you call the academy and leave a message with reception.

21.11 Children who refuse to hand the phone over to a member of staff may be placed in Reflection for a full day. The phone must be confiscated until a parent collects. Refusal to go into Reflection will result in further escalated sanctions being considered in line with this policy.

21.12 Children are responsible for keeping their phones safe. Ormiston Park Academy does not accept liability for any loss, theft, or damage to child phones.

21.13 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. For example, medical needs of a child with diabetes who uses an app to monitor blood sugar levels. Students who need access to

their phone for medical reasons can apply for an exemption. This must be agreed in advance through the inclusion team, with written confirmation.

22. Monitoring and evaluating academy behaviour

22.1. The analysis of behaviour data helps to identify whether the academy is securing a culture of excellence and draws out behaviour patterns and trends that will inform next steps in supporting children to improve behaviour.

22.2. The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Any incidents of bullying, discriminatory and derogatory language
- Positive behaviour points
- Attendance, permanent exclusion and suspension
- Use of child 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

22.3. 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

22.4. 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.

23. Safeguarding

23.1. 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.

23.2. 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.

24. Complaints

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

24.2. 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.

Glossary of terms

Term	Definition
Alternative Provision (AP)	When education is arranged for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension and for children being directed to off-site provision to receive education intended to improve their behaviour.
Education Health and Care Plan (EHCP)	Education, Health and Care Plan is a legal personalised document. It sets out the education, health and social care needs of a child or young person: aged 0 to 25 years old with special educational needs or disabilities, who needs more support in their educational setting beyond the usual resource they provide.
Looked After Child / Child in Care (LAC/CIC)	Looked After Child or Child in Care is a child who is under the 18 years of age who is in the care of a local authority or a designated social care body. This means the child is not living with their parents or guardians and their local authority is responsible for providing their accommodation, care, and support.
Managed Moves (MM)	A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. If a temporary move needs to occur to improve a child's behaviour, then off-site direction should be used.
Offsite Direction (OD)	When an academy directs a child to attend another educational setting, such as alternative provision or another mainstream school to improve behaviour.
Parent	Definition of 'parent' can be found in the Education Act 1996. In addition to the child's birth parents, reference to parents in this guidance includes any person who has parental responsibility and any person who has care of the child.
Part time timetable	A school schedule where a child attends fewer hours than the standard full-time education hours. A part time timetable cannot be used to manage behaviour and when it is used it must only be for a short term and only if it is in the child's best interests. Any part timetable must be reviewed every two

	weeks with a view and plan to return to full time education as soon as possible.
Permanent exclusion (PEX)	When a child is permanently removed from the school roll and is no longer allowed to attend the school following a serious breach or persistent breach of a behaviour policy. This is a type of exclusion.
Child Support Unit (PSU)	A Child Support Unit is a planned intervention occurring in small groups and in place of mainstream lessons within the academy. The purpose of the unit can be two-fold: a) as planned intervention for behavioural or pastoral reasons, b) as a final preventative measure to support childs at risk of exclusion.
Reduced timetable	For the purpose of this guidance, we define this as when a child attends the academy full time but may have a reduced timetable within the academy that means they do not attend all mainstream lessons. This is often used as part of a phased return to learning/reintegration plan.
Suspension	In this guidance, suspension is used to refer to what legislation calls and exclusion for a fixed period. Suspension is a type of exclusion.
Virtual School Head (VSH)	A Virtual School Head is a senior leader within a local authority's education department who focuses on promoting the educational achievement of children and young people in care, previously in care and those with a social worker.