



Positive Discipline for Learning and Life Policy

Be Safe, Be Respectful, Be Responsible

OGAT Post 16 Academies

Raising Standards and Transforming Lives

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1. Aims and Outcomes

Our key aim is to create a positive and happy ethos and culture where our students behave well, have good manners, develop age appropriate self-discipline, engage positively with their learning and show integrity in their words and actions. We want all young people to value their education, and be safe, responsible and respectful to everyone in our shared community. To achieve this, we focus:

1. Building positive relationships between students, parents/carers and staff.
2. Promoting harmony in every interaction and, where our young people fall below our high expectations, using this to provide a positive educational experience
3. Focusing positive framing and using praise as a vehicle to recognise and encourage integrity, politeness and kindness.

We use the visual representation of the OGAT Pyramid to illustrate how during their time with us, our students can strive to be **top of the pyramid**. This supports them to develop their positive citizenship. We want our students to do this not only because they have to, but because they want to, to develop their maturity to do the right thing. We celebrate and recognise the many occasions each week where students reach the “top of the pyramid” conducting themselves with integrity and maturity. We want all of our students to reach high and aim for the top of the pyramid.



Standards of behaviour in the academy are governed by our collective actions; we depend upon each other. All staff have a professional responsibility to follow the guidelines set out in this policy.

2. Legislative Context

Equality

The academy is aware of its obligations under the Equalities Act 2010 and our public sector equality duty. The academy takes all forms of prejudice seriously, and we maintain logs on bullying, homophobic, racist and sexist or harmful sexualised behaviour incidents. These are monitored and appropriate actions and interventions put in place (refer to section 11). The academy maintains logs and analyses behaviour data by ethnicity, gender, sexual orientation, pupil premium and special educational need status to identify if students from any protected group are disproportionately affected by our Positive Discipline for Learning policy. Trends and patterns identified are discussed at Academy Council, Senior Leader, Executive Leader and Trust Board meetings.

Legislative References

- [Equalities Act 2010](#)
- Sections 90 & 91 of the [Education and Inspections Act 2006](#) detailing the general power to discipline
- Section 94 of the [Education and Inspections Act 2006](#) detailing powers of confiscation
- [Education Act 2002](#).

Statutory Guidance Documents

- [Behaviour in Schools: Advice for headteachers and school staff](#), July 2022
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#), May 2023
- [The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities](#), May 2014
- [Searching, Screening and Confiscation: Advice for schools](#), July 2022
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#), July 2013

NB: This policy is subject to review at the point at which any of this guidance is reviewed or new guidance comes into force.

3. Roles and Responsibilities

| Role | Responsibility |
|------------------------|--|
| All staff will: | <ul style="list-style-type: none">• Expect the highest standards of behaviour and good manners from students.• Teach and model to students how to be safe, be respectful and be responsible in the same way that a good parent would do so.• Work to be an expert in classroom management.• Rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict.• Speak to students respectfully, calmly and always be prepared to listen.• Praise, reward and celebrate students consistently for their achievements.• Challenge misbehaviour from students consistently and apply the academy rules.• Engage with students to restore relationships wherever needed.• Avoid stereotyped or preconceived judgements about students.• Celebrate cultural diversity within our community.• Communicate regularly with parents/carers and update them on areas of celebration and concern. |
| Tutors will: | <ul style="list-style-type: none">• Work to create a sense of belonging to a tutor group and school community promoting this positive ethos. |

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| | <ul style="list-style-type: none"> ● Reward positive discipline and take action to improve poor behaviour. ● Monitor and support student wellbeing and behaviour, using the report process where necessary. ● Communicate regularly with parents/carers of all tutees. ● Communicate with subject staff and others as appropriate. ● Meet and provide feedback to parents. |
| Subject Leaders will: | <ul style="list-style-type: none"> ● Ensure staff follow strategies for effective classroom management. ● Monitor classroom practice through regular learning walks and behaviour tracking. ● Support teachers in use of this policy and the following up of incidents. ● Support with the behavioural professional development needs of staff. ● Ensure elements of personal development and growth are covered within the curriculum so students are safe, responsible and respectful. ● Teach good learning habits, attitudes and discipline through their subject delivery. |
| Learning Managers and Inclusion staff will: | <ul style="list-style-type: none"> ● Model and implement positive discipline for learning consistently for their year group. ● Meet parents/carers to discuss concerns and provide support where needed. ● Make referrals and attend regular meetings with various agencies to discuss proactive ways to support students. ● Implement and monitor the anti-bullying procedures and take action where necessary. ● Provide required documentation for the Behaviour Committee panels and maintain accuracy of information. |
| Deep Experience Lead will: | <ul style="list-style-type: none"> ● Lead on the pastoral provision in tutor time, ensuring it links to the needs of the year group. ● Ensure that year group SLT links regularly visit their tutor teams and support them in the effective delivery of the tutor group programme. ● Ensure a highly effective age appropriate personal development curriculum to support personal growth, safety, responsibility and respect. |
| Deep Learning Lead will: | <ul style="list-style-type: none"> ● Ensure highly effective pedagogy and practice. ● Ensure that lessons are well differentiated to meet the specific needs of individual students. ● Oversee curriculum coherence and strong common practice in delivery. ● Ensure gaps in learning are identified and ameliorated. ● Ensure the highly effective implementation of the OGAT Literacy for Learning policy to ensure that our students can fully access the curriculum. ● Work with the SENDCo to develop, train and support staff when teaching students with additional needs. |

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| SENDCo will: | <ul style="list-style-type: none"> ● Coordinate support for all students in accordance with the SEND Code of Practice ● Share relevant information with staff and regularly ask for feedback. ● Support staff development of Quality First Wave 1 pedagogy. ● Work closely with the pastoral team to discuss proactive strategies to support students. ● Monitor behaviour logs of SEND students to ensure reasonable adjustments are made at each stage of the behaviour process. ● Liaise with relevant external agencies and feedback to the pastoral team on outcomes. |
| Deep Support Lead will | <ul style="list-style-type: none"> ● Be active and involved in managing behaviour and role modelling expectations. ● Take action with regard to serious incidents and persistent disruption. ● Oversee liaison with outside agencies. ● Identify and provide regular training on behaviour and de-escalation, and wellbeing for staff and students. ● Track patterns and trends in behaviour and ensure prompt action to address behaviours. ● Ensure relevant support and pathways for sanctions are in place to address behaviour and underlying issues. ● Report key data to the Academy Council etc. |
| The Academy Principal will: | <ul style="list-style-type: none"> ● Ensure this policy is implemented according to the aims of the policy and the needs of the child. ● Show intelligent discretion in the implementation of sanctions. ● Secure staff, student and parent/carer engagement in the culture and behaviour ethos of the school. ● Ensure the school is a place worth belonging to for all staff and students. ● Uphold the protected characteristics to ensure equity for all. ● Secure a safe, responsible and respectful environment for all. |
| All students will: | <ul style="list-style-type: none"> ● Behave safely, responsibly and respectfully showing consideration for themselves and others both in and outside school. ● Commit to developing your maturity and good citizenship to be top of the pyramid. ● Follow academy rules, comply with academy procedures and understand why we have them. ● Work positively with all adults and each other. ● Have pride in yourself, your work and your school. ● Wear Business Dress and wear it properly at all times. |
| Parents will: | <ul style="list-style-type: none"> ● Work with the academy to encourage safety, responsibility, respect, and good behaviour from their children. ● Inform the academy of any information which may affect their child's ability to thrive and behave appropriately. ● Support the academy's policy on rewards and sanctions. |

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| | <ul style="list-style-type: none"> ● Attend meetings with staff to discuss their child. ● Acknowledge that their child may make mistakes and trust that the academy like them wants the best for their child. ● Engage in support mechanisms to help their child develop their behaviour. ● Ensure that their child arrives at school wearing the correct Business Dress and wearing it properly. ● Ensure that their child is fully equipped to learn. ● Regularly check their child's work and the OGAT parent portal (once available). ● Use the Praising Stars report that you receive for your child to discuss their effort in each of their subjects. ● Ensure their communication with the school and its staff models the polite respectful approach we promote in school for their children. |
| <p>Academy Council will:</p> | <ul style="list-style-type: none"> ● Support rewards and attend award ceremonies etc. ● Sit on behaviour panels to review suspensions and exclusions (as required). ● Monitor and review the effectiveness of the policy. ● Promote the good discipline approaches of the academy in the community. ● Provide appropriate challenge to support the academy to effectively apply this policy. |


4. Expected Standards

Be Safe

We expect students to be safe in the choices that they make. The CHOICES acronym serves as a useful reference and mnemonic for students and staff. In order to keep all students safe we expect students to follow instructions from staff first time, every time. We encourage students to report concerns about their own safety or the safety of other students to an adult in the academy so that appropriate and timely action can be taken. When moving around the academy we expect all students to do so safely, responsibly and quietly, respecting other students on the corridors and those learning in lessons, as a result of split lunch and break times.

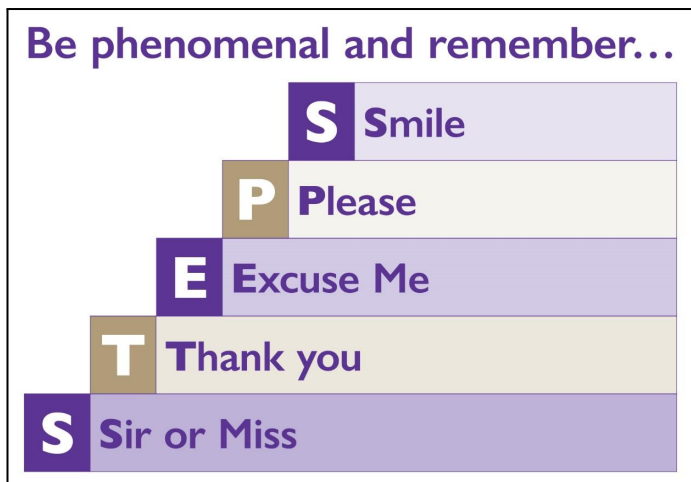
Outwood Safety CHOICES:

| | |
|---|---|
| C | Concerns should be reported to an adult immediately |
| H | Help others when they need it |
| O | Offer support to others |
| I | Instructions from adults should be followed immediately, at all times |
| C | Careful and sensible movement around the building |
| E | Ensure that you always keep yourself and others free from danger |
| S | Stay in permitted areas only |



Be Respectful

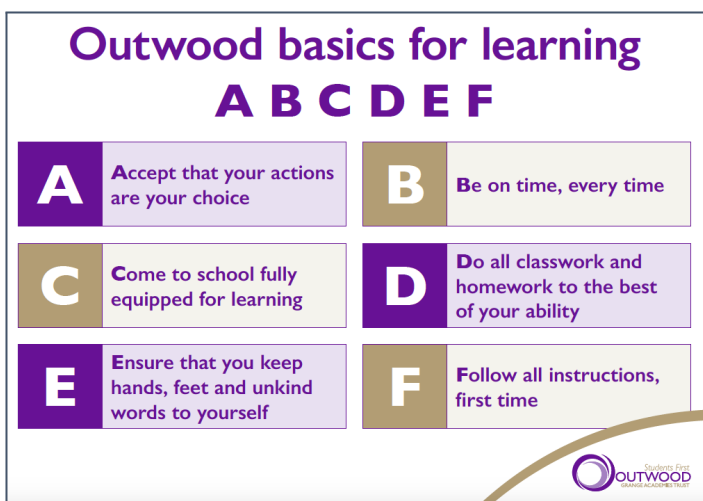
We expect all members of the academy community to be respectful at all times. Learning and exhibiting good manners is an essential part of growing up and will help our students in all of their future endeavours. We expect students to speak politely and respectfully to adults and to their peers. We expect students to be respectful of the hard work that goes into creating a great learning environment for them to study in by ensuring they do not litter, graffiti or cause any damage to academy property. We encourage all students to be respectful of our Business Dress and to wear it correctly at all times.



Rudeness towards adults will not be tolerated and students should expect that any rudeness is addressed providing a learning and development opportunity to be top of the pyramid. Students are expected not just to comply with academy rules, but to comply with politeness and respect. Our rules and expectations build our students' good citizenship and personal development to be top of the pyramid..

Be Responsible

As part of learning to be a responsible citizen of the future, we expect our students to take responsibility and show self-discipline and good self-organisation. This includes being on time to the academy and to lessons, completing homework, preparing at home for assessments and coming to school fully equipped to learn. To support this, most academies provide stationery items for students to purchase at a small cost.



There is an expectation that students demonstrate their maturity and ability to take responsibility for the consequences of their own actions and understand how their actions might affect others in our academy community. We encourage parents to recognise that their child may get things wrong and to not make excuses for or condone their poor behaviour.

Conduct Outside of the Academy Grounds

Showing the wider community that we are proud of our school is of great importance. Academy staff have the power to discipline students for misbehaving outside of the academy premises and can discipline students at any time when:

- Taking part in any academy-organised or academy-related activity
- Travelling to and from the academy

- Whilst wearing academy Business Dress
- In some other way when the student is identifiable as a member of the academy

The academy can also discipline students at any time for misbehaviour which:

- Has repercussions for the orderly running of the academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the academy

In any of these three circumstances the Deep Support Lead may additionally take the decision to notify the police of the student's behaviour and or make relevant referrals to external agencies such as Prevent, Social services etc .

5. Empowering Routines

There is a great deal of evidence that students thrive and learn well in an environment where routines for learning and conduct are an embedded part of the culture. To this end, academies will have routines for the following:

- Entering lessons and starting learning promptly
- Dismissal from lessons
- Signalling for teacher attention
- Form Time and Guidance Time
- Assembly expectations
- Break and Lunch time routines
- Fire evacuation and assembly routines

Some academies will also have embedded routines for the starts and ends of the academy day as students enter and depart from the academy.

These routines empower learning and support safe movement of large numbers of students. They remove the cognitive load from students having to remember the different routines and expectations of the many specialist staff whose lessons they visit daily. They also support many of our SEND students who may need routine and structure. As such, our staff regularly practise, rehearse and refine these routines.

6. Classroom Management Expertise

The Teachers' Standards (Part 1) sets out the clear expectations that teachers set high expectations which inspire, motivate and challenge students. It is also a requirement that they adapt teaching to respond to the strengths and needs of all students and that they manage behaviour effectively to ensure a good and safe learning environment.

It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted negative or disruptive behaviour. This is important because our successes in promoting good discipline and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classrooms. To support this, staff will receive training on de-escalation techniques and positive framing giving opportunities for self-reflection and shared practice.

In modelling the high expectations expected, teachers will:

- Meet the class outside the room, start on time and follow the entry routine
- Have an expertly planned lesson with the necessary resources available for all
- Plan a lesson which captures interest and explains relevance
- Ensure students have clarity of intended learning
- Use positive language to frame the expected conduct rather than highlighting the negative behaviours so that students can learn what good behaviour looks like
- Use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment
- Ensure students are made aware of how they will be assessed both formatively and summatively
- Manage the space, monitoring all students' work and behaviour continuously
- Be mobile, rarely sitting at their desk
- Give feedback regularly and constructively, using the OGAT Feedback and Assessment policy
- Maintain a tidy, organised and productive classroom
- Follow the empowering routine for lesson exit to support the calm and purposeful movement of students around the academy site
- Remember your individual actions affect the power of our collective action

7. Explicit Teaching of Good Discipline

Our young people need help, support and guidance to understand how to behave appropriately in school, in the community and as future citizens. A great deal of emphasis is placed on explicitly teaching and modelling what good discipline looks like. Particular emphasis is placed on teaching how to be well-mannered and how to show integrity; recognising that these are personal qualities that all employers look for. Alongside ensuring our students are being safe, respectful and responsible as the aim to be top of the pyramid.

Commonality of Language

Staff use a common framework of simple language around 'be safe, be respectful and be responsible' to support students in developing the habits of excellent discipline. When a student is not meeting expectations, staff will use this language to explain to students how they are getting it wrong and what they need to do in the future to make better choices. The OGAT pyramid i.e. "being top of the pyramid" and "It is Who I am" are also common features of language used to highlight when students are showing integrity or where steps to climb the pyramid need to be taken.

The OGAT Intrinsic and Enhancement Curricula

The intrinsic and enhancement curricula focus on our students' personal development and well-being and, as such, support our students to grow and develop a good set of personal values and habits. This is promoted through a wide variety of curriculum experiences including assemblies, tutor groups, careers, mentoring, Guidance lessons etc.

8. Rewards and Recognition

We believe it is important to regularly recognise and celebrate the achievements of all students who behave well and who work hard because they are **being safe, respectful and responsible** of themselves and

others. We believe that good behaviour is best promoted, developed and encouraged in young people by affirming and rewarding the positive behaviour we see our students demonstrate. Praise can be both public and private, and we believe that all students are entitled to be recognised positively for:

- Academic achievement
- Effort with classwork and homework
- Behaviour and manners - **being safe, respectful and responsible**
- Taking full opportunity of the enrichment programme
- Contribution/representation to/of the academy
- Being an ambassador for our academy
- Going above and beyond to help or support another
- Mentoring and supporting younger students in programmes such as reading

The academy maintains an electronic record of all praise data and provides a range of opportunities to celebrate our students' achievements and personal growth. There is great creativity and innovation in academies around praise projects such as E1 Praising Stars events, termly achievement assemblies, trips and the Year 13 prom. Best practice case studies around student praise and recognition are shared across the Trust.

The academy consults regularly with students through student voice on the range and types of rewards offered.

9. Sanctions

Unsatisfactory behaviour at the academy will neither be ignored nor tolerated. We recognise that young people will make mistakes and on occasions may behave unsatisfactorily. We understand that not all behaviour is always choice behaviour in moments of high emotion but **all** behaviour is communication. We do not serve children well if inappropriate behaviour is condoned by adults and excuses are made for poor choices. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate sanctions. We understand that every act of behaviour has a context and we always consider this however we base our sanctions on five key principles:

- **Clarity** - students must know the exact reason why a sanction has been issued
- **Certainty** - students must know that when a staff member has issued a sanction it will happen and that the Positive Discipline for Learning and Life policy will be implemented consistently
- **Immediacy** - to be effective students should be issued sanctions on or as close as possible to the date of the misbehaviour
- **Respect** - the decisions of those who are experts in behaviour management and have investigated and/or witnessed the misbehaviour
- **Accept** - that it is in the best interest of the student to learn how to behave in a **safe, respectful and responsible** way

Staff will issue a Cause for Concern (as detailed below) to a student if they misbehave, act unsafely, irresponsibly, disrespectfully, if they break an academy rule or fail to follow a reasonable instruction issued by a staff member. The academy operates a hierarchical Cause for Concern system which is proportionate to the misbehaviour being challenged. Academy staff (and in particular teaching staff) will make use of a range of behaviour management strategies and Cause for Concerns to support students.

Cause for Concern – Guidance notes

Stage 1 Cause for Concern

- Issues to do with student behaviour or students not meeting expectations are dealt with at subject teacher/department level.
- When relevant staff consider that the student is not responding adequately to their support and intervention, the initiating member of staff completes the Cause for Concern (appendix 2 - green) document
- Relevant staff approach the Learning Manager (LM) for advice and support.
- The outcome is either that the issue remains at departmental level for further intervention or Stage 2 is initiated.

Stage 2 Review Meeting

- The LM contacts the student's other subject teachers, to gather information in a broader sense via email. This should be returned to the LM within 2 working days.
- A formal meeting occurs between the LM and the student – recorded on the stage 2 review meeting document (appendix 3 - green).
- Communication is made with home.
- A copy of the document detailing the outcome/targets is circulated to relevant staff.
- An on-going formal log/record is kept by the Learning Manager during this 1 to 4 week process.
- Information via an email will be requested from staff prior to the next review meeting.
- The Learning Manager makes the decision as to whether escalation to stage 3 is required or whether the student remains on stage 2.

Stage 3 Learning Contract

- A meeting is set up with the student, their parents/carers and appropriate staff.
- A review of the intervention and support occurs and a learning contract is drawn up and signed (appendix 4 - white).
- Failure to meet the targets listed will result in the student moving to stage 4.
- Copies of the contract are issued to relevant staff and the student. Parents/carers will also be sent a copy with an accompanying letter.
- An on-going formal log/record is kept by the Learning Manager during this 2 to 3 week process.
- Information via email will be requested from staff prior to the student review meeting.
- The Learning Manager will then make the decision as to whether escalation to stage 4 is required or whether the student remains on stage 3. Parents/carers will be notified of the review outcome.

Stage 4 Final Learning Contract

- A meeting is set up with the student, their parents/carers and appropriate staff.
- A review of the intervention and support occurs and a Stage 4, Final Learning Contract (appendix 5 - Red) is drawn up and signed.

- Copies of the contract are issued to relevant staff, the student and parents/carers and a formal letter (appendix 6) is sent home.
- A weekly monitoring report (appendix 7 - Red) is issued to the student each Monday and teacher comments on the report are reviewed at the end of every Friday/following Monday morning.
- Loss of report, failure to have the report completed or failure to meet the agreed targets may mean the student is asked to leave the subject.

Discretion

No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help Outwood students make better choices and learn the right lessons in order to move towards the top of the pyramid.

In cases where damage to academy property has occurred, students and their families will be asked to make a full contribution to covering the cost of the damage or clean-up required.

When issuing a sanction, staff will show a positive regard, focusing on teaching and modelling the expected behaviours and restoring the relationship with the student. The focus of sanctions will not purely be punitive but will provide guidance to students so they can make positive changes so that unsatisfactory behaviour is not repeated and so that students have opportunities for both self-reflection and to repair any harm caused.

When issuing a sanction...

| ...staff will do all they can to: | ...staff will avoid: |
|--|--|
| <ul style="list-style-type: none"> ● Reprimand in private wherever possible - it secures a more positive response ● Remain calm and listen ● Use first names ● Allow time and space to a student who may be exhibiting an angry response ● Praise the student where they are demonstrating that they are taking responsibility for their action ● Be fair and consistent ● Use the minimum sanction to achieve the desired outcome ● Re-integrate the student to class ● Seek closure - ensure the student always knows that they have a fresh start and show how relationships can be re-built ● Get support from a trusted colleague (New Face) or take the student to a new location where they feel safe (New Space) | <ul style="list-style-type: none"> ● Public confrontation wherever possible ● Humiliation ● Over-punishing ● Any blanket punishments ● Jumping to conclusions ● Overreacting |

Sanctions Outside of the Classroom

Students are expected to be safe, be respectful and be responsible when moving around the academy site in between lessons and during social time. They are expected to wear their Business Dress properly at all times. Where this doesn't happen, students will be addressed by a member of staff who will positively frame the behaviour that is expected. The member of staff may refer to SLT to ascertain whether a Cause for Concern is needed. Where a student is not respectful during any interaction with a member of staff, then the seriousness of the Cause for Concern issued will reflect this.

10. Support Pathways

Involving Parents/Carers

The involvement and support of parents/carers is key to supporting our students to become the best version of themselves. Where a student is persistently falling short of our expectations to be safe, be respectful and be responsible, the parents/carers will be invited to meet with a senior member of staff to discuss the support pathways below. Parents/carers receive information six times per year through our Praising Stars reports. Parents/ carers have an important role to play in the positive behaviour of their child at school. We recognise it can be difficult for parents when their child misbehaves at school. We encourage parents to work with us and ensure as adults we do not make excuses for young people but teach them how they can do better.

Additional Provision

The Bridge - This provision, within the academy, offers opportunities for vulnerable students at any point in their education to receive support and interventions relating to social, emotional and mental health. This is a bespoke provision which also ensures that students do not fall behind academically.

Other - Each individual academy may use other additional provision, depending on resources available, to support a student's ability to reach the top of the pyramid. This includes, but isn't limited to, small group work, additional adult support, support of external agencies and bespoke programmes etc.

SEND and Reasonable Steps

The academy is an inclusive school and welcomes all students who are a part of our community. Students with special educational needs or a disability (defined in the Equality Act 2010 as a "physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities") are entitled for reasonable adjustments to be made in order to ensure that they are able to access and benefit from the full services provided by the academy. In applying its behaviour policy the academy starts from the viewpoint that all students have the capacity to behave positively, but recognises that some students will require personalised support to allow them to do so, and that it might take longer for some students to be able to learn how to behave in certain situations. When applying sanctions, staff will consider a student's SEND status, and will not sanction a student for any behaviour that follows as a direct result of a SEND need. For example, no student with Tourette's Syndrome would be sanctioned for talking in class if they made involuntary noises; no student with an autistic spectrum condition would be sanctioned for rudeness if they weren't able to hold eye contact with a staff member; nor would a student with ADHD be

sanctioned for fidgeting. Equally the academy will not make blanket assumptions of the behaviour of a student based on generic labels of a particular type of special educational need or disability. For example 'autism spectrum condition' covers a broad range of children and no two autistic children are identical. Instead, the academy will use SEND information and the guidance and advice of our expert SENDCo as a starting point in getting to know the individual child, and staff working with these students collectively (and with input from parents and carers) over time will build up an individual knowledge of the capacity of a child. The academy may however sanction misbehaviour for students with special educational needs when this is not directly linked to their SEND need. Not to do so, would mean a crucial part of their support was missing and that the academy was not reinforcing appropriate boundaries for students whilst at school. It is not in the best long-term interests of students with special educational needs not to address misbehaviour as this does not prepare them for the wider world beyond school.

Regular rules and routines also form a part of a students' feeling of security and safety and it is important that all students are provided with a safe and predictable environment whilst at school. The academy has a duty to its staff and to other students to ensure that the academy is a safe environment for all. The key questions staff will ask when determining sanctions for students with special educational needs or a disability are:

- Was the behaviour a direct result of their special educational need or disability? (as illustrated above)
- Has the student had sufficient education and support to understand the rule they have broken?
- Does the student lack a more fundamental cognitive capacity to understand choice and consequences in relating to that incident? This consideration is not a formal or written process, but is a dynamic consideration undertaken at the point of issuing a sanction.
- Does the student's One Page Profile need reviewing to meet their needs.

Parents and carers of students with SEND are encouraged to communicate with the Deep Learning Lead and Deep Support Lead and SENDCo regarding their child's individual needs and this should be done openly and in advance so that the academy is informed of these views and can take them into consideration when putting in place support plans for students with SEND. Students with education and health care plans (EHCPs) may be supported differently to the processes detailed in aspects of this policy.

Short-Term Reintegration Timetables

Very rarely, it may be in the best interest of a student that a short-term reintegration timetable is put into place. This will mean that their time in school is reduced from full-time for a short, specified length of time to help them to re-integrate into lessons. These are reviewed weekly and reported to the Executive team on the weekly TIME reports. There is an expectation that the time spent in school is reviewed weekly at the Inclusion meeting.

Safe Spaces

It is recognised that when a student is deregulated in their behaviour, or feeling angry about a situation that they have encountered, they may not immediately be in a position to listen and accept what an adult has to say to them. This is balanced with the need for them to be safe and follow staff instructions. To support this, academies have a number of designated "Safe Spaces" where a student will be asked to sit and will be given appropriate time to re-regulate before a further conversation takes place.

Access to Student Counselling

Academies invest heavily in Student Counselling services and ensure that access to student counselling is a core part of the support pathways that are offered. Demand for these services can far outweigh availability and there may be a waiting list for this level of support. Parents/carers should seek support from the academy and from their GP if they are concerned.

Bespoke to Academies

All academies recognise and engage with support agencies with the local offer of the area in which they are located. We constantly challenge ourselves to look for new ways to support students and this offer will vary from academy to academy as new ways of working emerge. Annually, the best practice case studies of work in this area are shared across our Trust.

Suspension

Suspension is always the last resort only occurring where all other positive interventions have not worked. It is a serious sanction upon which only the Head of School, Principal or Executive Principal can decide. In making the decision to suspend, all consideration will be given to the factors around the individual students. For example:

- The age and state of health of the student
- The student's previous record at the school
- Any mitigating factors which are unique to the student and may be taken into consideration in relation to the behaviour
- Any external pressures e.g. peer pressure which may have contributed to the behaviour
- Whether the suspension would be a proportional sanction given the severity of the behaviour, frequency of its occurrence and potential for further occurrences in the future
- Whether or not the behaviour impaired or will impair the normal functioning of the student or other students in the school
- Whether additional support from external agencies may be appropriate
- Whether the suspension would be a suitable response to a student with SEND
- Whether the student and their behaviour can be accommodated without the use of suspension

Only in extreme circumstances of persistently disruptive behaviour or for one off misdemeanours of a very serious or unsafe nature will the Executive Principal or Principal/Head of School consider the option of fixed term suspension.

Such misdemeanours are likely to include:

- Serious failure to comply with a reasonable repeated request from a senior member of staff
- Breaches of health and safety rules (including smoking on school site)
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Serious failure to comply with the requirements of the 'Consequence System' see section 2 above
- Wilful and / or malicious damage to property
- Homophobic, sexist or racist bullying
- Bullying of a sustained and serious nature

- Sexualised behaviour and misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the academy
- Persistent defiance or disruption (including failure to comply with the requirements of the Cause for Concern system)
- Assaults or fighting that are not premeditated or planned in nature
- Other serious breaches of academy rules

The academy recognises the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases a suspension would not exceed 5 days fixed term. Where it is necessary to suspend a student for a longer period, the academy will ensure that provision is offered to the student from the 6th day onwards.

Reintegration Meetings

Where a student is suspended or is directed to be educated off-site, upon return to the school both the student and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the student a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and
- build engagement with learning

School staff will work with the student to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

Following a reintegration meeting it is likely that one of the support pathways (see Section 10) will be put into place immediately.

Should a parent/carer not be able to attend then a member of staff will call to rearrange the meeting or conduct the meeting with the student. We encourage parents to engage in reintegration meetings as suspension is a serious sanction.

11. Permanent Exclusion

“The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.” ([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, May 2023](#))

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon (see below)
- making a malicious serious false allegation against a member of staff
- Placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

A Principal may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community

Further legislative information with respect to the carrying of offensive weapons can be found here: <https://www.gov.uk/government/publications/the-offensive-weapons-act-2019>

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual.

In addition, the following would be considered to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Cause for Concern system

When a student is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the academy is located. The Clerk to the Academy Council will liaise with parents/carers and convene a Behaviour Committee to review the Permanent Exclusion on or before the 15th day of the exclusion.

12. Searching, Screening and Confiscation

Please refer to DfE guidance: [Searching, screening and confiscation: Advice for head-teachers, school staff and governing bodies](#), July 2022.

In addition to the list of prohibited items listed in this guidance, the Trust considers the following items to be prohibited in school:

- Electronic cigarettes and Vapes
- Contraband in the form of crisps, sweets, chewing gum and fizzy or energy drinks

It should be noted that the Trust remains highly concerned about the use of Electronic cigarettes and vapes and the yet unknown associated health risks. Any behaviours involving such items will be treated seriously and the academy will expect full parental support.

Confiscated Items

The academy has the right to confiscate, retain or dispose of a students' property as a punishment if reasonable in the circumstances. Academy staff can seize any prohibited item found as a result of a search and can also seize any item considered harmful or detrimental to school discipline. The academy and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures. The academy will dispose of items in the following ways:

- Weapons, child pornography, or items which are evidence of an offence will be handed to a police officer
- Alcohol, tobacco, cigarettes and papers, e-cigarettes, fireworks will be disposed of by the academy. They will not be returned to the student.
- Controlled substances will usually be passed to the police, but may be disposed of by academy staff if there is good reason to do so. The Deep Support Lead will take into account the relevant circumstances to determine whether they can safely dispose of the seized article. Where academy staff suspect that a substance is controlled it will be treated as a controlled substance
- Items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of
- Items banned under the school rules will either be returned to parents, or disposed of.
- Stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

The academy will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found.

13. Appropriate Use of Force

Please refer to DfE guidance: [Use of reasonable force: Advice for head-teachers, staff and governing bodies](#), July 2013.

In some situations it may be necessary for staff to use reasonable ("no more than is needed") force in order to control or hold students so that they do not cause harm to themselves or others. This could range from a staff member forcibly guiding a student to safety by the arm in an emergency through to breaking up a fight or where a student needs to be restrained in order to prevent injury or violence. The academy

recognises that all members of academy staff have a legal power to use reasonable force. In addition all members of academy staff act under a professional duty of care towards our students to protect them from harm. Reasonable force will only be used by academy staff to prevent students from hurting themselves or others. A decision to intervene is solely down to the professional judgement of the individual staff member and will always depend on the unique circumstances. Reasonable force could be used in the academy staff or elsewhere at a time where a member of staff has lawful control or charge of a student. Examples of cases when reasonable force may need to be used include:

- When the safety of a student is threatened
- When self-injury is being or is likely to be caused
- When a student is exposing him/herself to potential danger by seeking to leave the premises or a vehicle
- When the safety of a member of staff, parent/carer or visitor is threatened

During the use of any reasonable force staff must:

- Issue clear verbal instructions
- Warn the student wherever possible of the consequences of failing to comply with instructions
- Keep talking throughout to the student to try to calm the situation
- Use only the minimum force necessary and for the minimum period necessary
- Seek to avoid any injury to the student
- Cease the use of restraint as soon as safety is re-established

The academy will provide training for all staff to ensure they know and understand the legal boundaries on the appropriate use of force. The academy sources more detailed and specialist training for key pastoral staff and members of the senior leadership team as appropriate to enable them to safely carry out their responsibilities. Key staff who support behaviour are highly trained in the use of de-escalation and appropriate use of force through the Crisis Prevention Safety Intervention (SI) training. Guidance on the use of appropriate force forms a part of new staff induction procedures and forms part of the safeguarding refresher training provided for all staff each year. The academy will source more detailed and specialist training for key pastoral staff and members of the behaviour team as appropriate to enable them to safely carry out their responsibilities. The academy does not require parental consent to use reasonable force. The academy maintains an electronic log of 'uses of reasonable force'. This log is maintained by the Designated Safeguarding Lead or Business Manager and will be reviewed each half term by the executive team and academy council. Following a use of force against a child, academy staff will make a decision as to whether or not to inform the student's parents/carers. It is expected that in most cases parents/carers will be contacted, however there may be some circumstances when a decision to contact parents/carers is not taken. Complaints about the use of force by staff members will be investigated in line with the academy's complaints and safeguarding policies. The information above refers only to the use of force to restrain or control, there are other occasions when physical contact other than reasonable force may be proper and necessary. These may include:

- Demonstrating how to play a musical instrument
- Demonstrating coaching techniques in PE
- Comforting a distressed students
- Providing first aid
- Congratulating or praising a student

Any aspects of this type of physical contact must be conducted with the student's consent and will always recognise the inherent power imbalance between staff and students. Annual training will be provided to all staff covering this point.