

Ormiston Academies Trust

Ormiston Bolingbroke Academy Behaviour for learning policy

Policy version control

Policy type	Statutory, OAT mandatory template
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Approved by	OAT Executive, December 2021
Trust Board approval	December 2021
Release date	December 2021
Next release date	December 2022
Description of changes	<p>Substantial – treat as new. Policy now includes Drugs, Alcohol and Tobacco (separate policy no longer required).</p> <p><i>Note that this policy template is now mandatory for all OAT academies, not strongly recommended as with the previous OAT template.</i></p> <p>Review schedule has been reduced from every 3 years to annual.</p>

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1. Introduction – behaviour principles

1.1. Underpinning this policy are the beliefs that everyone has the right to:

- Recognition of their unique identity;
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

1.2. Outstanding behaviour is achieved through a culture and ethos of high expectations, excellent modelling of good behaviour and effective systems that incentivise good conduct and deter poor behaviour.

1.3. We believe that all children can make outstanding progress in their learning, their character development and in their leadership skills in order to become healthy, happy, positive contributors to the world around them.

1.4. Most social, emotional and behavioural skills are learned and need to be modelled, explicitly taught, practiced and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours and restorative approaches to conflict.

1.5. Through our restorative approaches practice, we will develop learners' ability to empathise, reflect and take responsibility for their own actions.

1.6. We will develop children who are confident, self-assured learners with excellent attitudes to learning.

1.7. We expect all to show their respect for each other and behave in a way that supports each other's learning.

1.8. For staff to build effective relationships with children they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy.

1.9. We see outstanding behaviour as children behaving well, because they know how to, and because they want to, not because an adult tells them to.

1.10. In our academy, everyone will endeavour to understand that communication is at the heart of every behaviour.

1.11. We recognise that behaviours can be an indication of additional learning, social or emotional needs or as a result of attachment, trauma or adverse childhood experiences. Some children some require additional support in their journey to achieving outstanding behaviours. The academy will ensure early identification of behavioural difficulties, and that children are well supported to achieve improvements over time.

1.12. This policy should be read in conjunction with the academy SEND Policy, Anti-bullying policy and Exclusion policy

2. Policy aims

2.1. The aim of this policy is:

- 2.2. To provide a well-managed, calm, happy, environment for effective teaching and learning
- 2.3. To ensure that everyone feels safe in the academy and that the emotional health and wellbeing of all is safeguarded
- 2.4. To ensure children make an exceptional contribution to a positive learning environment
- 2.5. To encourage all children to have an excellent, enthusiastic attitude to learning enabling lessons to proceed without interruption
- 2.6. To promote zero tolerance of violence, abuse and vandalism
- 2.7. To ensure behaviour related policies, procedures and structures are clear and understood and used consistently by all staff.
- 2.8. To recognise those children who are highly adept at managing their behaviour in classrooms and in social situations
- 2.9. To ensure instances of fixed term and permanent exclusions are rare and that students with additional vulnerabilities i.e., SEND receive effective support.
- 2.10. To facilitate highly effective collaboration with parents, carers, and children to ensure that persistently disruptive behaviours are challenged and eradicated
- 2.11. To facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way,

3. Student voice

The Academy student leadership has devised an inclusive statement of what good behaviour for learning looks like:

“Good behaviour is characterised by students demonstrating kindness, patience and honesty. Everyone should communicate and behave respectfully and in a way that allows learners to study”.

4. Roles and responsibilities

4.1. Trustees and governors

- 4.2. The trustees are responsible for monitoring the effectiveness of this behaviour for learning policy across the trust and for holding senior leaders to account for its implementation. The Governing body of each academy will receive regular reports on behaviour at its meetings and will hold the principal to account for its implementation in the academy

4.3. Principal

4.4. The principal will:

- 4.4.1. Work with the school community to secure outstanding behaviour, setting high expectations and leading by example.
- 4.4.2. Ensure that this policy is effectively implemented and that all staff understand and adhere to it
- 4.4.3. Monitor incidents of unacceptable behaviours, particularly those involving sexual harassment, sexual violence and protected characteristics- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex
- 4.4.4. Report to a variety of audiences on standards of behaviour and the effectiveness of actions taken in response
- 4.4.5. Ensure that unacceptable behaviour is dealt with effectively and promptly
- 4.4.6. Keep the academy community updated with local and national changes in policy and guidance on matters of behaviour in schools
- 4.4.7. Ensure there is an adequate level of supervision at all times
- 4.4.8. Ensure the academy takes all reasonable measures to ensure the safety and physical and emotional wellbeing of all students and staff including all forms of bullying
- 4.4.9. Ensure good behaviour is promoted within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.
- 4.4.10. Ensure there is effective and regular communication with parents/carers about their child's behaviour

4.5. All staff

4.6. It is the responsibility of all staff to act as emotionally intelligent, positive role models for the children with whom they work.

4.7. They should:

- 4.7.1. Help ensure that all children, regardless of race, class, gender, sexuality or SEND have fair and consistent treatment which raises their self-esteem and promotes positive attitudes and behaviour.
- 4.7.2. Maintain a positive and well-managed learning environment creating a calm, happy, safe climate for effective teaching and learning
- 4.7.3. Intervene when they encounter poor behaviour and encourage children to reflect on their own behaviour.

- 4.7.4. Set high standards and clear, consistent expectations so that practice becomes embedded in the learning environment
- 4.7.5. Follow this policy behavior policy and procedures at all times
- 4.7.6. Accurately record all behavioural events, both positive and negative, on the academy's management information system.
- 4.7.7. Ensure that where behavioural concerns are possibly linked to safeguarding that this is recorded in the appropriate way on CPOMS
- 4.7.8. Promptly raise any concerns regarding students' behaviour with the students, the teachers line manager, pastoral teams and parents.
- 4.7.9. Immediately contact Mr McIntyre – Assistant Principal for Behaviour when there has been a serious breach of the academy's code of conduct
- 4.7.10. Support other members of staff with behavioural issues involving individual students or groups of students.
- 4.7.11. Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management
- 4.7.12. Consistently develop their understanding of behaviour development and relevant techniques as part of their CPD.

4.8. Classroom staff

4.9. They should

- 4.9.1. undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of children.
- 4.9.2. liaise with parents/carers regarding their child's behaviour where required

4.10. Children

- 4.10.1. Children are expected to follow this policy
- 4.10.2. Children are ambassadors of our academy even when off academy premises. The academy expects all of its children to show respect to one another, to academy staff, and anyone else that they may meet both off- line and online.
- 4.10.3. Bringing intentional harm to other children or staff will not be tolerated
- 4.10.4. Children should, to the best of their abilities and effort:

- Actively cooperate and support their peers and members of staff to create a positive, safe and productive learning environment for all
- Be ready to learn by ensuring regular attendance, arriving at the academy and lessons on time and with the correct equipment.
- Correctly present themselves in Ormiston Bolingbroke Academy's uniform
- Respect and value the environment and their surroundings.
- Ensure that the health and safety of themselves, their peers and staff is considered at all times
- Seek help from a trusted adult where they have concerns about their behaviour or the behaviour of others

4.11. Parents

- 4.11.1. Parents play a vital role in ensuring that their children are responsible for their own behaviour in academy.
- 4.11.2. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff.
- 4.11.3. We encourage parents to communicate and work with the academy, particularly if they have a concern about their child's behaviour, welfare or learning, which includes:
- informing the academy of any special educational needs
 - vulnerabilities past or present
 - personal factors that may result in their child displaying unexpected behaviours.
- 4.11.4. We will do as much as is possible to support parents as and when they need it.
- 4.11.5. Parents are responsible for ensuring that their child is ready to learn by arriving at the academy on time, appropriately dressed, rested, nourished and equipped
- 4.11.6. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to engage and contribute to any plans put in place to support their child.
- 4.11.7. Parents must strive to attend any reintegration meetings with the academy
- 4.11.8. Parent must strive to support their child's independent learning.

5. Academy behavioural expectations

5.1. The following academy expectations apply at all times to all members of the academy community. They also apply when travelling to and from the academy.

- Always be on time
- Keep your appearance smart and tidy
- Wear regulation academy uniform at all times to and from academy

- Rude, derogatory, racist or defamatory language will not be tolerated
- Be considerate of your peers and the extended community
- Do not run through hallways and corridors
- Walk on the left whilst walking through the Academy
- Follow any one-way systems
- Do not shout out during lessons, or shout to one another in hallways, or when in public places
- Always be polite and respectful
- Respect and look after the academy premises and environment, both on the academy site and outside
- Do not litter or vandalise academy property in any way
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Disobeying staff will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property

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

- Alcohol and drugs
- Cigarettes, tobacco, matches, lighters and vapes
- Fireworks
- Weapons of any kind
- Other harmful or illegal substances
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material
- Medicines or home remedies unless agreed to by the principal and which are included as part of a written medical/health care plan

6. Classroom behaviour expectations

- Classroom expectations will be displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- Lessons will be in 4-parts beginning and ending with Threshold where staff will greet students and dismiss them appropriately.
- All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- All students start with an Attitude to Learning score of a 4. If a student does as expected in every lesson, they will score 100 points in a week. (25 lessons x 4 = 100)
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the following steps will be taken:
 - Warning – the student is reminded of their expectations

- Grade 3 - Restorative detention – the staff member informs the student of the consequences of their disruptive behaviour, such as issuing a warning of a detention
 - Grade 2 – Unsatisfactory, a compulsory 30-minute detention will occur the following day
 - Grade 1 - Removal – if the student's behaviour persists, the staff member will move the student from where they are sat in the classroom, or remove the student from the class, in order to avoid affecting the learning experience of other students
- Staff members will remind students that at each stage of the process they can amend their behaviour by making correct choices, rather than escalate it.
 - De-escalation techniques will be always used.
 - The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
 - Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible and respectful manner, as would be expected in a classroom, following the one-way system and walking on the left.

For excellence in lesson, teachers can move the score to a '5'. Students who achieve the most points in a week/term will receive rewards and awards.

A schematic of how the OBA Attitudes to Learning operates is found in Appendix 1.

7. Attendance

- 7.1. Please also see separate academy attendance policy
- 7.2. Regular attendance at the academy is required by law, and we take attendance very seriously
- 7.3. Irregular or low attendance is a safeguarding concern and may indicate that a child is at risk
- 7.4. Truancy and persistent lateness are also causes for concern and will result in investigation and consequences being applied
- 7.5. Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's attendance policy on our website.

8. Unacceptable behaviour

- 8.1. The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy which can be found on our website.
 - 8.1.1. Verbal abuse to staff, peers and others
 - 8.1.2. Bullying in any form, including offline, online inside or outside school premises (see the Anti-Bullying Policy)

- 8.1.3. Sexual harassment and sexual violence
- 8.1.4. Discriminatory behaviour
- 8.1.5. Physical abuse / attack on staff, peers or others
- 8.1.6. Serious actual or threatened violence against another student or a member of staff
- 8.1.7. Indecent or lewd behaviour
- 8.1.8. Damage to property/vandalism
- 8.1.9. Misuse, possession or supplying illegal drugs or alcohol
- 8.1.10. Misuse or possession of other substances
- 8.1.11. Theft
- 8.1.12. Carrying an offensive weapon
- 8.1.13. Arson
- 8.1.14. Persistent defiant behaviour
- 8.1.15. Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour

9. Drugs, alcohol, tobacco and other harmful or illegal substances

- 9.1. The academy will not tolerate the use of drug, alcohol, tobacco, or other harmful or illegal substances of any sort on academy property or during off-site academy. Staff members have a professional duty to report incidents.
- 9.2. The academy will discipline any person found to be in possession of drugs, alcohol, tobacco or other harmful or illegal substances. This includes solvents and paraphernalia related to drugs, alcohol, tobacco or other harmful or illegal substances.
- 9.3. In line with Government advice (*DfE and ACPO drug advice for schools Sept 2012*) exclusion is not always the automatic response to a drug incident, and permanent exclusion will only be used in serious cases.
- 9.4. Drug use can be a symptom of other problems or safeguarding concerns i.e., child criminal exploitation, child sexual exploitation, and the academy will involve or refer children to other services when needed.

- 9.5. Whilst there is no legal obligation to report the finding of any suspected illegal substance to the police, we will adhere to local guidance. If it is in the best interests of the child or the school community, the police will be called if an incident occurs.
- 9.6. In most cases the academy will attempt to use the academy's Police Liaison Officer rather than the police.
- 9.7. Only the principal or designated person may take the decision to contact the police and agree a shared approach. In making this decision all of the circumstances of the incident will be taken into account and will be actioned on a case-by-case basis. The designated safeguarding lead will automatically be informed.
- 9.8. If the police are called in to interview children, then the academy will do all in its power to inform parents prior to the interview taking place. A parent or responsible adult must be present with the police at the interview.
- 9.9. Any decision to request a police investigation will be informed by the findings of the internal initial investigation and will take account of the quantity and nature of the substance and whether it was held for personal use or to supply others, as well as a range of other factors. If supply is suspected the names of students will be passed to the police together with a full report detailing the incident and we will co-operate fully with the police investigation.

9.10. Misuse of Medication

- 9.10.1. We are aware that it may be necessary for some children to take medication during the academy day (please see the Supporting Students with Medical Needs Policy).
- 9.10.2. Carrying or taking prescription or non-prescription drugs on academy premises without arrangement through a written health care plan is not allowed
- 9.10.3. Misuse of medication could have serious consequences, and any child found misusing medication will be subject to sanction

9.11. Searching and screening

- 9.11.1. The principal and other staff authorised by the principal can search a student for any item if the student agrees, the ability to give consent may be influenced by the child's age or other factors and a decision will be made at the time, on a case-by-case basis as to whether consent can be obtained.
- 9.11.2. Principals and other staff authorised by the principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- 9.11.3. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Medicines that are not prescribed
 - Articles that have been or could be used to commit an offence or cause harm
- 9.11.4. The principal or authorised member of staff is also permitted to search for any article that the staff reasonably suspect has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.
- 9.11.5. Where there is reasonable suspicion that a child or children are in possession of an unauthorised substance they will be asked to turn out their pockets and bags. Blazers and jackets will also be checked.
- 9.11.6. Any search of the student themselves will be conducted by a same sex (or that which the student identifies with), member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- 9.11.7. Staff members may require a pupil to remove outer clothing including hats, gloves, scarves, boots, and coats.
- 9.11.8. Designate staff members may use such force as is reasonable given the circumstances when conducting a search for prohibited items only.
- 9.11.9. Whenever a search is carried out the incident will be logged on CPOMS and will contain:
- the name of the person conducting the search
 - name of the witness
 - student name
 - where the search took place
 - time of the search
 - if anything was found,
 - what was found
 - what the next steps were
 - when the principal was informed (if not involved in the search)
 - when parent/carer was informed and by whom
- 9.11.10. If a paper log has been kept it must be signed by both, timed and dated by the person conducting the search and the witness.
- 9.11.11. Searches, without consent, can only be carried out on school premises, or in a place where the authorised member of staff has lawful control or charge of the child for example on school trips – this power only applies in England

9.12. Confiscation

- 9.12.1. As long as it is reasonable in the circumstances, academy staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item,
- 9.12.2. Staff can also seize any item found which they consider harmful or detrimental to academy discipline.

9.13. Storage and disposal

- 9.13.1. For drugs or unknown substances, the substance will only be handled by an authorised staff member with health and safety training using appropriate handling procedures and safety equipment. It will be placed in a lockable, secure location and the police notified in order for them to collect it.
- 9.13.2. Alcohol and tobacco products will be confiscated and disposed of by the academy.

10. Use of reasonable force

(DfE Use of Reasonable Force Advice for Headteachers, Staff and Governing bodies July 2013)

- 10.1. Ormiston Bolingbroke Academy recognises that schools and other settings have a duty of care towards their children and staff. It is therefore necessary and appropriate to proactively plan for challenging behaviour to prevent injury or damage.
- 10.2. The use of reasonable force must always be a last response to challenging behaviour. De-escalation techniques that are appropriate to the child set within a positive approach to behaviour, must always be used in the first instance. However, it is acknowledged that there may be a very small number of circumstances where reasonable force may be required
- 10.3. Reasonable force will only be used to prevent children from hurting themselves or others, from damaging property or from causing disorder
- 10.4. Schools do not require parental consent to use reasonable force.
- 10.5. Reasonable force is – reasonable in the circumstances, meaning using no more force than is needed. Schools cannot use force as a punishment.

10.6. Positive handling plans

- 10.6.1. Where a child's behaviour could present a significant risk of injury to themselves, other people or property the academy will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place.
- 10.6.2. These plans should be developed in the child's best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed at least termly or when the needs of the child change.

- 10.6.3. The plan should document situations that may provoke challenging behaviour and any successful preventative strategies. The plan should also document how physical intervention should be used appropriately.

10.7. Responding to emergencies

- 10.7.1. Even the best planning systems cannot cover every eventuality, the academy recognises that there are unforeseen or emergency situations to which staff will need to respond at pace.

10.8. Physical intervention should be:

- In the best interests of the child
- Necessary, reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options which are likely to be effective
- Staff must avoid touching or restraining a child in any way that could be interpreted as sexual or inappropriate conduct

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

- 10.9.1. Any incident of positive handling/use of reasonable force must be recorded on CPOMS using the Trust Positive Handling Record Form (see appendix of this policy) as soon as practicable and within 24 hours of an incident taking place by all those involved.
- 10.9.2. Parents/carers will be informed on the same day as the incident and invited into school to discuss the incident as soon as practicable.
- 10.9.3. The principal must inform their regional director/Director of Primary and SEND and the trust deputy safeguarding manager (behaviour and attendance) of all incidents of positive handling/use of reasonable force.
- 10.9.4. A review of the incident must be conducted by the principal and DSL with 5 working days and any positive handling plan put in place or updated as appropriate
- 10.9.5. Governors will be informed of the number of positive handling/use of reasonable force incidents at full governing body meetings
- 10.9.6. All staff working within a school or setting should be aware of their whistleblowing policy and how to use this to escalate concerns regarding the misuse of restraint as necessary.

10.10. Support for children and staff following an incident

- 10.10.1. When a serious incident occurs, it can be upsetting for all involved and may result in injuries to children or staff.
- 10.10.2. Immediate action will be taken to provide first aid for any injuries or medical attention sought for more serious injuries.

- 10.10.3. Emotional support for children and staff must also be considered after the incident has occurred

10.11. Training

- 10.11.1. Wherever possible positive handling/use of reasonable force will be carried out by trained staff who are competent in the use of a recognised behaviour management system (e.g., Team Tach)
- 10.11.2. However, it is also recognised that individual members of staff have a statutory power to use reasonable force without this training.
- 10.11.3. All staff will be trained in de-escalation.

10.12. Responding to incidents of sexual harassment, violence

- 10.12.1. The academy will follow guidance for responding to incidents of sexual violence and sexual harassment as laid out in *Keeping Children Safe in Education 2021* part 5 and *DfE Guidance Sexual Violence and Sexual Harassment between Children in Schools And Colleges Sept 2021* and the academy Child Protection and Safeguarding Policy)
- 10.12.2. Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 10.12.3. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.
- 10.12.4. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them for example if the older child is disabled or smaller in stature.
- 10.12.5. All staff at the academy will maintain an attitude of 'it could happen here' and never dismiss something as 'banter'
- 10.12.6. The following behaviours are not acceptable under any circumstances
- Rape
 - Assault by penetration
 - Sexual assault
 - Causing someone to engage in sexual activity without consent
 - Sexual comments such as telling sexual stories, making lewd comments, making remarks about clothes and appearance and calling someone sexualized names
 - Sexualised 'jokes' or taunting
 - Deliberately brushing past someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature

- Online sexual harassment including consensual and non-consensual sharing of nudes or semi-nudes, images and/or videos (taking and sharing of nude photos of under 18s is a criminal offence)
 - Sharing of unwanted explicit content
 - Upskirting (also a criminal offence)
 - Unwanted sexual comments or messages including on social media
 - Sexual exploitation, coercion or threats
- 10.12.7. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- 10.12.8. Any report of sexual violence or sexual harassment will be taken seriously, and all victims will be reassured that they are being taken seriously and that they will be supported and kept safe.
- 10.12.9. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report
- 10.12.10. Staff will be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- 10.12.11. All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Child Protection and Safeguarding Policy

11. Disciplinary sanctions

11.1. The academy operates using the following disciplinary measures:

Sanctions Examples of use

<i>Detention</i>	See Appendix 1 for how detentions are issued within our attitudes to learning. Detentions of up to 60 minutes may be issued for anti-social behaviour or any action that stops a teacher teaching or a student learning. NB: failure to attend detention at a given level will see student move to next level in detention or sanction. Detentions could occur at lunch
<i>Isolation</i>	Aggressive behaviour Repeated use of inappropriate language Lack of respect for the Academy buildings, environment or damage to property Verbal abuse to staff (dependent on investigation) Fighting (dependent on investigation) Disrespect to members of the public Smoking or vaping Assault on another student Use of racist, homophobic or hate language

	<p>Refusal to follow instructions Removal from lesson by a member of S.L.T. on call. Truancy</p>
<i>Saturday Detention (where applicable)</i>	<p>A Saturday detention runs from either 9am-11am or 9am -12pm dependent on the number of occurrences for poor behaviour. These will be issued for: Persistent poor behaviour through the course of the week</p>
<i>Fixed term exclusions</i>	<p>Vandalism Persistent/serious bullying Dangerous behaviour Fighting (dependent on investigation) Theft Serious computer misuse Persistent disruptive behaviour Refusal to follow a timetable Verbal abuse or threatening to a member of staff Assault on a student/member of staff. Targeted use of racial, homophobic or hate language. Repeated use of racial, homophobic or hate language. Drug/alcohol related incident Repeat smoking or vaping incidents Threatening behaviour towards an adult</p>
<i>Permanent exclusions</i>	<p>OBA is an inclusive academy and permanent exclusion is seen as a last resort. It may be used when the principal judges that the academy has tried all available strategies to help the student improve their behaviour and when it is judged to be detrimental to the learning of other students and to allow staff to teach. It may be considered for extremely serious incidents which compromise the safety and wellbeing of students or staff in circumstances such as an assault, drug/alcohol related incident, and persistent disruptive behaviour.</p>
<i>Searching and confiscation</i>	<p>Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.</p> <p>A teacher or someone who has lawful control of the child can search a student with their permission to look for any item that the academy's rules say must not be brought into academy. Principals and / or members of staff authorised by them have the power to search a student without the student's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:</p> <ul style="list-style-type: none"> ▪ Knives or weapons ▪ Alcohol or drugs ▪ Stolen items ▪ Tobacco, cigarette papers and vapes ▪ Fireworks ▪ Pornographic images ▪ Articles that have been or could be used to commit an offence or cause harm

- Any item which the academy rules identify as an item for which a search may be made

Staff can seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Where appropriate the items seized may be handed over to the police.

Any cigarettes confiscated in academy will be destroyed.

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

Use of force

The academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Academy staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including him or herself)
- Prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a teaching session or otherwise

All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises – i.e. on an academy trip.

Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the academy.

11.2. Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon students for serious misbehaviour. For repeat poor behaviour, the stage reporting procedure (and associated processes) is used. See Appendix 2. The academy operates using the following disciplinary measures.

12. Unacceptable behaviour outside the academy

- 12.1. Community partnership and cohesion is extremely important at Ormiston Bolingbroke Academy. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the academy premises under Section 89(5) of the *Education and Inspections Act 2006*.
- 12.2. All unacceptable behaviour occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be addressed using the academy's sanctions and consequences procedures
- 12.3. This will include any unacceptable behaviour when a student:
- Is taking part in any activity organised by the academy
 - Is travelling to or from the academy
 - Is wearing academy uniform
 - Is in some other way identifiable as a student at the academy
 - Poses a threat to another student or member of the public
 - Could adversely affect the reputation of the academy

13. Reasonable adjustments

- 13.1. In line with the Equalities Act 2010 and Ormiston Academy Trust's SEND policy, the academy understands its duty to ensure that reasonable adjustments have been made for children with SEND in the application of this policy.
- 13.2. When considering the behaviour of pupils with SEND, the academy will apply this Behaviour for Learning policy in a flexible manner, taking into account any reasonable adjustments which may be needed for pupils with SEND so that they are not disadvantaged by this policy.
- 13.3. Further advice and guidance on what constitutes reasonable adjustments in particular circumstances can be sought from the Director of Primary and SEND or SEND Lead Practitioners.

14. Rewards policy

- 14.1. The academy believes that it is important to encourage positive behaviours throughout the academy by recognising, celebrating and rewarding children who strive to achieve self- improvement in this area.
- Ormiston Bolingbroke Academy recognises that children should be rewarded for displaying positive behaviours
 - Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work and behaviour
 - Positive behaviour will be promoted and reinforced by the academy's clear reward system.

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- Positive behaviour will be promoted and reinforced by the academy's clear reward system.

14.2. Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce name of academy's core values and ethos.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Be used to motivate students and help them to feel valued.
- Be used to reinforce expected behaviours

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

- Certificates
- Postcards
- Headteacher awards
- Verbal praise
- Written praise
- Phone call home
- Comments at parents evening
- Prizes
- Early lunch pass
- Vouchers
- End of term whole-class rewards
- Termly assemblies are held to praise and reward students' achievements and effort.
- Reward activities are arranged for groups of students at the end of the year
- Reward trips.

15. Complaints

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

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

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

16. Monitoring and review

16.1. This policy will be reviewed annually or in the following circumstances:

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

16.2. Any suggestions for improvements to this policy should be sent to the Assistant Principal for Behaviour.

16.3. If there are urgent concerns these should be raised to the Assistant Principal for Behaviour in the first instance for them to determine whether a review of the policy is required in advance of the review date.

17. Consultation

17.1. A representative group of following were consulted in the production of this policy

- OAT Student Leadership Body
- Regional Directors
- Principals
- Governance
- Designated Safeguarding Leads

APPENDIX 1

Lucere Aude Classroom Sanction Procedure **Keywords:** De-escalate, Restorative

	What?	How?
Time out may be offered from the teacher to 'cool down' outside for 2 minutes	Conversation with student	<ul style="list-style-type: none"> ➤ Have a quiet conversation with student, inform them of the expected standards
	Verbal warning	<ul style="list-style-type: none"> ➤ Quietly and calmly explain how current <u>behaviour</u> is breaking your expectations ➤ Remind student(s) to make the right choices ➤ Link their behaviour to our 6 steps to success. Inform student(s) CLEARLY they are on a VERBAL warning. This can be given to INDIVIDUALS or GROUPS ➤ Allow student take up
	Formal & Final pre-Grade3 warning	<ul style="list-style-type: none"> ➤ Remind them to make the right choices ➤ Link their behaviour to our 6 steps and explain to them they are on a FORMAL & FINAL warning. This can be given to INDIVIDUALS only. You may choose to make this visual e.g. name on the board. ➤ Allow student take up
	Grade 3	<ul style="list-style-type: none"> ➤ Grade 3 ➤ Teacher must communicate this clearly with the student, preferably quietly. ➤ Teacher sanction to be put in place. This could be up to 15 minute detention with the class teacher at some point that day. You will not be picked up for this but failure to attend will result in the grade changing to a 2 and a 30 minute detention set ➤ A FURTHER WARNING MAY BE USED BETWEEN GRADE 3 & 2 (ALLOW TAKE UP)
	Grade 2	<ul style="list-style-type: none"> ➤ Grade 2 ➤ Teacher must communicate this clearly with the student ➤ 30 minute detention with the class teacher after school. ➤ A FURTHER WARNING MAY BE USED BETWEEN 2 & 1 (ALLOW TAKE UP)
	Grade 1 Removal from the room	<ul style="list-style-type: none"> ➤ Grade 1 – Removal from room to department buddy ➤ For Grade1 On Call may be used. ➤ Time in isolation may be considered.

APPENDIX 2

STAGE REPORTING PROCEDURE
One term to turn it around and prevent you from leaving OBA

NB: At any stage if a student displays unsafe behaviour towards themselves or others (staff and students), then a student risk assessment must also be completed with parents as part of the process.

If a student is showing improvement in any stage then a professional decision can be taken to hold the student on that level for longer. If no improvement is made, move student up a stage using timings shown. If there is a significant deterioration at any stage then accelerate (with discussion with Heads of Year and Assistant Principal for Behaviour) to next stage.

Progress Report Stage and progress	Parental contact	Concerns monitored by tutor	Halton Borough Council Graduated Toolkit Strategy
Stage 1 Report – Form Tutor 3 weeks to show improvement	Parental meeting and template letter sent. Pass any notes from meeting to office for scanning and adding to student record.	Monitored by tutor meeting targets set from lesson data and/or pastoral concerns. If moving to stage 2: One Page Profile tweaked and round robin completed before Stage 2 parental meeting	No need to start Graduated Toolkit Strategy
Stage 2 Report – Pastoral Manager 3 weeks to show improvement Any student on stage 2 or higher will not be permitted to attend a school trip	Parental meeting to share One Page Profile, summary of round robin, lesson data and get parental voice to reset targets. Template letter sent to parents with targets added.	Student monitored by Pastoral Manager One Page Profile and targets shared with teaching staff If moving to stage 3: Boxall Profile to be completed before parental meeting.	No need to start Graduated Toolkit Strategy

	<p>Behaviour Contract drawn up using these targets and signed by student and parent.</p> <p>Pass any notes from the meeting to office for scanning and adding to student record.</p> <p>An intensive mentor may be set up, this may be the student's Key worker or a different member of staff</p>	<p>Pass One Page Profile and Boxall profile outcome to office for scanning and adding to student record.</p>	
<p>Stage 3 Report – Head of Year 4 week to show improvement</p>	<p>Before the parental meeting, organise a brief meeting with students' teachers to share Boxall Profile and glean any strategies from teachers that are working in their lesson to incorporate into the parental meeting and PBSP</p> <p>Use this information to build positive behaviour support plan and share this back with teachers via email for info.</p> <p>Parental meeting to share Boxall Profile, and update targets in light of lesson data and staff/parental/student voice.</p>	<p>Commence intensive mentoring programme (involve FT or other key worker to guide the process if needed)</p> <p>Liaise with SEND team regarding any additional needs.</p> <p>If moving to Stage 4:</p> <p>Ensure Graduated Toolkit Strategy is completed and pass onto Assistant Principal for Behaviour for their meeting</p> <p>If appropriate, invoke EP agreement and request consultation (IS THIS GOING TO WORK IN TERMS OF TIME DELAY)</p>	<p>Graduated Toolkit Strategy opened at stage 3.</p>

	<p>Agree positive behaviour support plan and explain process to parents/requirement for 2/3 weekly meeting</p> <p>In this meeting, get pre-agreement for EP referral, if needed in future.</p> <p>Personalise timetable and/or Referral to iZone or Ready to Learn for intensive programme (e.g. anger management) can be organised by Heads of Year at this stage (pre-arrange with AP and relevant support).</p> <p>If not already, then intensive mentoring is undertaken</p>	<p>Pass pre-agreement for EP referral to office for scanning and adding to student file. <small>Page 20 of 21</small></p> <p>Refer student to Halton Behaviour Team (is timing right?)</p>	
Stage 4 Report – SLT Year link 4 weeks to show improvement	<p>Parental meeting to discuss stage 4</p> <p>Use all available information to update positive behaviour support plan and mentor student.</p>	Finalise Graduated Toolkit Strategy	Update Graduated Toolkit Strategy
Stage 5 Report – AP Behaviour - 3 weeks	Parental meeting with the Assistant Principal for Behaviour	Completion of Graduated Toolkit Strategy	Update Graduated Toolkit Strategy

	<p>to discuss potential SLT behaviour panel</p> <p>Discuss alternative education placement</p> <p>Discuss PEX possibility</p>	<p>If moving to SLT Behaviour Panel – send Graduated Toolkit Strategy to Halton and flag student at risk of exclusion.</p>	
<p>SLT BEHAVIOUR PANEL</p> <p>3 weeks to improve</p>	<p>SLT member before meeting is to:</p> <p>Ensure that Graduated Toolkit Strategy was sent by Assistant Principal for Behaviour to Halton Behaviour Team to flag child at risk of exclusion</p> <p>Ensure that all of the student's plan has been followed and matches the policy and all procedures</p> <p>Ensure that all evidence is in place and in a physical folder (admin will collate)</p> <p>Get pre-agreement from parent re Alt Provision</p>	<p>Lead a behaviour panel to include member of SLT, admin for minuting, AJS to inform re Alternative provision to outline to students next steps:</p> <p>Mentoring by SLT member</p> <p>Next steps to Alt Provision or PEX</p>	<p>Update Graduated Toolkit Strategy and add minutes of panel</p> <p>Pass to Principal who will alert Governors re potential PEX.</p> <p>Governors may choose to instigate a behaviour panel.</p>