



Oasis MediaCityUK Behaviour Policy and Protocols 2019

Reviewed by: Paul McEvoy
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- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives.
- We believe that good relationships are at the heart of everything we do.

At Oasis Academy MediaCityUK, we believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching. The fundamental principle underpinning our behaviour policy is unconditional respect. This, combined with rights, responsibilities and routines will produce good behaviour conducive to good learning

The Academy aims to:

- Emphasise Oasis Academy MediaCityUK's commitment to encouraging and rewarding good behaviour
- Enable students to become responsible, respectful citizens
- Promote character development through the Oasis 9 Habits
- Outline clearly what are acceptable standards of behaviour
- Ensure a consistent approach in responding to positive and negative behaviour
- Enable students to display positive, appropriate behaviour and become role models for their peers.
- Promote positive and healthy relationships both inside and outside of the academy
- Ensure there is fair treatment for all regardless of age, gender, race, ability and disability

Roles and responsibilities

In ensuring we consistently apply our policy there are certain roles and responsibilities for different groups of staff:

The Regional Director

The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation. The National Directors, The Monitoring and Standards Team, evaluate the impact of the academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Managing student behaviour is everyone's responsibility including but not limited to teachers, maintenance staff, support staff. All staff are responsible for:

- Being role models of positive behaviour
- Reminding students of non-negotiables or ground rules regularly
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Parents

Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and academy is vital for the promotion of an effective behaviour protocol. Parents should be consulted when an aspect of the academy's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed). Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Students

Pupils should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. We recognise that early referral to multi-agency support is vital in providing pupils with the support that they need.

Our Culture for behaviour

Our culture is 'what we do' and we have a specific culture for ensuring good behaviour each day in the academy. Our culture is driven by the belief that good behaviour leads to good learning. When student behaviour is effective the impact is clear:

- Students achieve more academically and socially.
- Time is maximised for better and more learning.

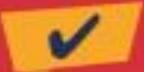
- Staff satisfaction improves, retention is higher and creates a positive life and atmosphere in each of our Academies.

Behaviour protocols – the Media City Way.

Here at OMCUK we follow the 'Media City Way', this is a phrase to describe the daily routines and protocols that students must adhere to. We have clear expectations that students are expected to model every day(see below).



Our Expectations

-  We always show kindness and respect for each other
-  We always take responsibility for our behaviour and exercise self-control
-  We are always ready and equipped to learn
-  We are always punctual
-  We wear our uniform with pride
-  We do not use personal electronic equipment
-  We do not chew gum
-  We only consume food & drink in the dining area
-  We do not consume fizzy sugary drinks

Uniform - Pride in Presentation

Being proud to be a student at our academy is important to us and we place importance upon wearing our uniform with pride. We believe it is important for young people to learn how to present themselves professionally both in the way they dress and behave so that when they are in a work environment they portray themselves in the best possible way. All students must wear the academy correctly every day in and around the academy.

Wearing Our Uniform

- All shirts fully tucked in.
- Ties done so that three stripes are visible



Start/End of the day protocols – ‘Smart Starts’

- Each morning students will enter the school premises wearing full uniform and go straight to tutorial where they will be welcomed at the door by their form tutor. Activities for each day will follow the ‘tutor rota’ and ensure a positive start to the day
- All outdoor clothing and electronic devices must be removed and placed in lockers/bags
- At the end of the school day teachers will walk students out of the academy in a calm and orderly manner. Students must make their way directly home unless attending a school organised event.

Movement to/from lessons – ‘Calm Corridors’

- Movement around the building will be calm and respectful of the environment
- At the start of all lessons the teacher will greet students at the classroom door to establish a positive bond before the lesson begins.
- Students will sit according to a seating plan and complete the date, title and learning objective for the lesson as outlined in the teaching and learning policy
- If a student is late the teacher will place a late mark on the register, discussion about the reason for lateness will happen at the end of the lesson
- Lessons will end in a purposeful manner. All desks, equipment must be tidied; students will stand behind chairs to be dismissed table/row at a time by the teacher.
- During breaks and lunches students must behave in a calm orderly manner and wear the academy uniform with pride. Students must move from breaks to lessons in a similar manner and arrive early or on time.

Promoting Character Development

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of pupil

behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other.

Effective behaviour management

We recognise that the following attributes form part of a successful academy behaviour strategy:

How we manage behaviour

- Celebration of positive behaviour underpins all aspects of academy life
- Teachers and leaders regularly observe or 'scan' the behaviour of the class, to intervene positively, at the point of learning
- De-escalation and diffusion is used first, in the vast majority of cases
- Focusing on raising children's self-esteem to fulfil potential
- Effective partnerships with parents, carers and external agencies
- Reflect constantly on the effectiveness of one's own behaviour management practice and be open to advice from others

Differentiation

- A clear understanding that all children and young people have different starting points and that there is a difference between uniformity and consistency, so children and young people will need different strategies on their journey of improvement.
- Clear expectations explained for all pupils taking account of pupils' age, developmental stage, their SEND and/or EAL
- Adults work with each pupil as an individual; knowing their interests, aspirations, developmental and/or special need or disability

How we plan our lessons

- Ensuring that the work set for pupils matches their stage of development, learning need/s and interests
- Adjusting the pace of learning during lessons, based on pupil's ability and progress
- Providing a challenging, stimulating and relevant curriculum
- Providing a safe, supportive learning environments, physically and emotionally – this may include flexible layout of space and furnishings, grouping of pupils, seating plans, use of visual organisers, specific resources to support knowledge, understanding and skills development, personalised work stations, etc.

Expectations and role modelling

- Good behaviour needs to be explicitly taught and well modelled by staff (see Trust Learning Policy)
- Consistent, calm and fair application of approach or strategy by all adults
- Being enthusiastic, clear and consistent about expectations to create a positive classroom atmosphere
- Adults provide consistent and effective role models underpinned by high quality interactions with pupils during lessons and at other times of the day

De-escalation & Diffusion

De-escalation techniques should be employed to reduce the impact of poor behaviour. More specifically:

- Using non-verbal cues
- Allowing adequate personal space
- Using active listening techniques (e.g. LEAPS - listen, empathise, ask questions, paraphrase and summarise actions for moving forward)
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- Acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- Problem solving with the student to address the cause of escalation if safe to do so
- Keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- Distracting the student from the source of any anger or distress by discussing another topic they are interested in
- Providing options (within limits) to help the student feel they are still in control of their decisions
- Going to an alternative space with the student that is less stimulating or removes access to the triggers
- The use of any individual techniques on a child's individual behaviour plan or SEND plan
- Using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour.

Positive Behaviour Management

It is important to focus on the positive: catch pupils being good, focus on those who are “doing the right thing”, using the phrase “thank you” as the final part of a request, providing choice, using tactical ignoring etc. We have an approach to rewards that allows us to systematically reward good behaviour:

Rewards

We are committed to rewarding students who demonstrate the academy values, display excellent standards of behaviour, academic achievement and are role models with regards to the Oasis 9 Habits. When a student is displaying desired behaviours and achieving high standards in their work they will receive verbal praise, class certificates, praise postcards and achievement points.

Achievement Points

Achievement Points will be awarded to students and can then be used towards end of term reward trips, star of the week, golden tie winner. In addition, staff will award ‘habits points’ to students who display the characteristics of the Oasis 9 Habits

Star of the Week

Each week the Pastoral Administrator will run a report to identify the student with the best overall attendance, achievement points and the least behaviour points for that week. Once this is finalised, the star of the week will be presented in assembly with a badge. They will then receive five extra achievement points.

Golden Tie

In addition, a golden tie will be awarded weekly for the student with the most improved attendance and behaviour. They will then be able to take an early lunch each day and leave 5 minutes early.

Please also see rewards guidance for further detail.

Sanctions

If a student does not follow instructions, disrupts the lesson or refuses to work a sanction will be given. Dependent on the student's age, the nature of the offence and the severity of the behaviour, the academy will use a range of strategies to correct student behaviour.

The academy uses a chance, warning and action system for students who do not demonstrate acceptable behaviour.

Chance: Rule reminder/Verbal Warning

Warning: Name written on the board

Action: Same day detention (see detentions for more details).

Serious Incidents will result in immediate removal to Internal Exclusion or to a senior member of staff.

The range of sanctions will include:

- Verbal warning
- Written warning
- ½ hour detention
- 1 hour detention
- 2 hour principal's detention
- Making good the missed work
- Loss of free time
- Removal from the lesson to work under supervision elsewhere
- Restorative justice
- Disciplinary and positive reports
- Disciplinary letters to parents
- Parent interviews
- Individual support plans
- Behavioural contracts
- Academy Council disciplinary panels
- Internal exclusion
- Fixed term exclusion
- Respite placement
- Managed move
- Permanent exclusion

Detention protocol

The Academy runs same day detentions from the end of the formal learning day. Detentions are given for persistent low-level disruption, defiance and rule breaks.

In line with the most recent DFE guidance on detentions, it is worth noting that:

- Parental consent is not required for detentions
- It is not a requirement that parents are given 24 hours' notice when a detention is due to take place outside of school hours
- We reserve the right to keep students without notice.

If a student has a detention, a text message will be sent home informing parents/carers of the decision to put their child in detention.

If a student has had:

1 Action in a day = 15minute detention.

2 or more Actions in a day = 30minute detention.

6 or more Actions in a week = 60minute detention.

If detentions are missed then they are escalated to the next stage i.e 15 minute detention becomes a 30 minute detention.

2 or more AM lates in a week = 60minute detention Thursday

Truancy = 30minute detention that day (detention available every day)

Any incident deemed to be serious may result in a Principal's detention being issued. This is at the discretion of the pastoral lead.

During the detention, the student will be issued with a 'reflection sheet'. This will explain clearly the reason for the sanction and will ask a series of questions for students to reflect upon and complete. The reflection sheets will be based upon the Oasis 9 Habits and remind our students of our responsibilities to each other. The member of staff who issued the detention will visit the student to hold a restorative conversation.

If students talk or display negative behaviours during detention they will be given a warning, should they fail to modify their behaviour they will be placed in Internal Exclusion the next day. Students who do not attend detention will be issued with an immediate Internal Exclusion sanction the following day

Restorative conversations

Restorative conversations are solution-focused practices, which aim to find a positive way forward. It offers the opportunity to discuss the issue, explain the impact of actions and make offenders take responsibility for what they have done. The opportunity for restorative conversations will be available during detention at the end of the school day. After staff have walked students out of the building, they will go to the detention room to hold a restorative conversation with the student, this will enable the teacher to explain the impact of the negative behaviour and afford the student the opportunity to make amends. A restorative conversation is not the same as a 'disciplinary' conversation and when used regularly reinforces the importance of resolving relationship issues in a problem solving manner.

Restorative interventions are based on a series of questions:

- What has happened?
- What were you thinking and feeling at the time?
- What have you been thinking and feeling since?
- Who else has been affected? How?
- What needs to happen to put things right?
- What have you learnt?
- What could you do differently in the future?

Stages of Intervention

Managing Behaviour - Stages of Intervention 2018-19					
Stage 1	Reason	Action	Length	Monitoring	Progression
On Report to Tutor	Concerning behaviour	Report to Form Tutor	Ongoing	Intervention Recorded	<u>If successful:</u> Taken off report
	2 actions in a week	Form Tutor report Letter to parents	Initial 2 weeks – Then reviewed	Intervention Recorded	<u>If unsuccessful:</u> Stage 2
Stage 2	Reason	Action	Length	Monitoring	Progression
On Report to Pastoral Leader	Persistent disruptive behaviour	-Report to Pastoral Leader -Parent meeting and letter	Initial 2 weeks then reviewed	Intervention Recorded	<u>If successful:</u> Back to Stage 1
			6 week - 12 week review		<u>If unsuccessful:</u>

		-PSP if appropriate			Stage 3 and SRP (Student Referral Panel)
	Detention refusal	Principals detention	3.30pm-5.30pm Tuesday and Friday	PL monitoring	
	4 actions in a week	Additional 1 hour detention	1 hour Thursday	PL monitoring	
	6 actions in a week	Additional 1 hour detention	1 hour Thurs & Fri	PL monitoring	
	8+ actions in a week	Principal's Detention	2 hours on a Friday	ALT monitoring	
	Serious incident	IE/Principal's detention	2 hours on a Friday	ALT monitoring	
Stage 3	Reason	Action	Length	Monitoring	Progression
Academy Concerns Panel On Report to ALT Link	Unsuccessful Stage 2	-Report to ALT link -Behaviour Panel -PSP developed	12 week monitoring – 6 week review of PSP 4 week review after Behaviour Panel	PSP linked and intervention recorded	<u>If successful:</u> Back to Stage 2 <u>If unsuccessful:</u> Stage 4
	Exclusion	-Post exclusion parent meeting -1 day in IE		Notify Salford City Council	
	School concern admission from another school	6 week interim review – can be earlier if concerns	12 weeks	ALT link and PL	
Stage 4	Reason	Action	Length	Monitoring	Progression
Serious concerns - IYFAP referral	Unsuccessful Stage 3	-Respite placement -IE/LSU transition, phased return and RJ	1-2 weeks	Intervention Recorded	<u>If successful:</u> back to Stage 3 <u>If unsuccessful:</u> Stage 5
	Unsuccessful Stage 3	-IYFAP referral -Managed move	12 weeks 6 week review	Intervention Recorded	
Stage 5	Reason	Action	Length	Monitoring	Progression
Principal	Unsuccessful Stage 4	Permanent Exclusion			

Placing students in Internal Exclusion

Context:

Students are placed in Internal Exclusion when they have not responded to other sanctions imposed within the Academy code of conduct during the Academy day. These could be repeated actions, a failure to attend detention or serious one off incidents that do not warrant fixed term exclusion.

Protocols:

- Internal Exclusion (IE) is a quiet room where students must remain silent during lesson time; they may talk quietly and appropriately only during break and lunch time

- Students are placed in IE after 3 actions in one day, usually on the following day
- Students can be placed in IE after 5 actions in one week
- Students can be placed in IE for one off incidents whilst they are being investigated or as an alternative to a fixed term exclusion
- Students can be placed in IE if they fail to attend detention/abscond detention
- Students are placed in IE on their return to the Academy following a fixed term exclusion
- The Senior Pastoral leader must study the on call list and email at the end of each day all staff with a list of who is in IE the following day so that work can be prepared
- The Senior Pastoral Leader should ensure that there are work banks for all subjects and key stages by liaising with subject leaders about content
- Curriculum leaders should supply a miscellaneous bank of work in addition to this to suit all levels of ability and link with what a year group is studying at the time
- The Senior Pastoral Leader should stock the room with stationery to ensure there is no disturbance to the IE room
- Students in IE can only be escorted to the lavatory at break and lunch time by the duty staff and not during lessons unless a medical note is shown
- Students in IE can only order basic sandwiches for lunch, which will be picked up by the IE manager daily and then eaten in I.E

Fixed Term Exclusions

Exclusions, whether fixed-term or permanent, may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the academy site
- Dealing drugs on the academy site
- Persistent defiance of academy authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse
- Serious breaches of the academy's Behaviour for Learning Policy
- Any circumstance where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy
- The Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

Fixed Term Exclusion (FTE) Procedure

1. Decision taken by the Principal to exclude
2. Incident is logged on SIMS
3. Pastoral Leader to contact parents to inform them of the decision to exclude and the reason why. Pastoral Leader to confirm meeting time
4. Pastoral Leader to complete necessary form and send to pastoral administrator
5. If not the end of the day, student collected by parents or taken home by Pastoral Leader, in discussion with parents. Student to leave the Academy with a copy of the letter of exclusion
6. Copy of the letter placed in the post, first class
7. PL meets with parent to readmit student, which must take place

Re-admission after exclusion protocol

- All exclusions must be announced in briefing the day after the exclusion occurs and published in briefing notes
- Pastoral Leader contacts home to check parent/carer availability and if the student is prepared to apologise for their behaviour
- Pastoral Administrator will arrange the time and date of the re-admission interview

- Pastoral Leader and Senior Pastoral Leader to conduct re-admission interview. Students' interviews do not take place without parent/carer attending
- Interviews commence with school staff asking student to describe the incident which led to the exclusion
- School staff correct this where necessary
- School staff ask student why he/she thought that the incident led to an exclusion, the effect this had on the others involved and what they have learned from it
- Student asked if they are prepared to apologise to any staff involved and sign the re-admission contract
- If yes, contract signed and pastoral leader takes student to apologise. If not the student goes home again (work must be provided)
- Student placed on report
- Re-admission and report announced in briefing

Respite Placements

Respite placements may be used in the circumstances that stages 1-3 on the intervention chart have been unsuccessful. Respite placements can range from 1 to 2 weeks depending on the agreement with the other school.

Procedure:

1. Student's name referred to Student Referral Panel (SRP) for agreement on placement
2. Designated Respite Lead to broker placement with local school
3. Parent meeting held and given a formal letter with all details of the placement. Designated Respite Lead is to find out how the student will be travelling to and from the placement as part of the contact with home
4. Pastoral information sent to host school, as well as the travel arrangements that will be in place
5. During set up, the placement school must be informed of our policy of not using taxis
6. Pastoral leader to inform the host school who will be collecting the student
7. Staff informed of placement with start and end dates
8. Pastoral leader to gain daily attendance and behaviour reports

If placement successful:

In the case that the respite placement has been successful, the end of placement report must be gained from the host school. A parental meeting will be held with the pastoral leader and the next steps discussed. The student will then return to the Academy as usual.

If placement unsuccessful:

In the case that the respite placement has been unsuccessful, parents must be contacted with information from the host school relayed.

If this is at the end of the day, the placement ends and the student is to leave placement as arranged. If student is required to leave host school prior to the end of the day, parents **MUST** collect as per our internal policy. If parents cannot/will not collect, the Academy will arrange pick up from Host school. Deputy Principal for Behaviour is to be informed. A parent meeting is to be held with Pastoral Leader, where a behaviour strategy will be discussed and the next steps agreed. A Managed Move or further respite request can be sent to SRP if appropriate.

Behaviour Panels

Context:

The behaviour panel is not a disciplinary panel. It is a 'positive' panel charged with helping a student modify behaviour to help avoid being brought before the Academy Council. The panel can recommend such actions as:

- Signing a behaviour contract and being mentored for a fixed period of time
- Applying a reduced timetable with home support
- Spending time in the Academy's LSU
- Involving external support agencies

The process:

Attendees:

Member of the Academy Leadership Team, Pastoral Leader, student and parent/carer.

Opening remarks:

The chair will introduce all of the attendees to the parent and explain the nature of the panel stressing its positive nature. He/she will then outline the process which will be:

- The Pastoral Leader will outline the school's causes of concern
- The right of the parent to query or request further information regarding these causes of concern
- The panel discuss with the parent and child the concerns as the panel tries to determine the root causes of the concerns
- An attempt to produce a jointly agreed programme of behaviour modification

Presenting the case:

The case for the Academy:

The Pastoral Leader will be responsible for drawing up the case but it will be presented by the Head of School. The Head of School will outline the school's causes of concern. He/she will:

- Give the date that the student first attended the academy and state the year group that the student is now in
- Present the student's attendance in percentage terms for each year at the academy and how many days and periods were missed that year
- Sum up the total number of days and periods missed in his/her school career
- State the number of lates that the student has had in each year of his/her attendance
- State the number of 'actions' per year
- State the number of incidents that the student has been involved in during his/her career at the school
- Outline the recent incidents that have led up to the need to ask the student and parent to appear before a behaviour panel

The right of reply:

The chair of the panel will ask the parent if he/she would like to ask or query anything in the school's report.

The discussion:

The chair will now lead a discussion that will attempt to determine the underlying causes for the student's behaviour problems. The discussion needs to be robust, yet positive, in nature and must make the student reflect on their behaviour and why they act in such a manner. Once the chair is satisfied that the root causes have been determined the discussion should progress to behaviour modification strategies.

Behaviour modification strategies:

The Chair must now gain a consensus between the panel, the parent and the student as to the nature of the behaviour modification strategies. They may be:

- Signing a behaviour contract and being mentored for a fixed period of time
- Applying a reduced timetable with home support
- Spending time in the Academy's LSU
- Involving external support agencies

The final steps:

Once the strategy has been agreed it must be put in to place immediately and a written agreement signed by the chair, the student and the parent before the meeting closes. The chair should then remind the student and parent that this is a 'last chance' strategy and, if it does not work, then the Academy will have no alternative but to refer the student to the Academy Council who will have the final say regarding the student's continued attendance at the Academy. They should ensure that all parties understand this.

Permanent Exclusion Panel

Context: Permanent exclusion Panels are only convened when the Academy considers that it has explored all possible methods of behaviour modification and is no longer confident of providing a successful education for a student. The panel will consist of at least 3 members of the Academy Council and a Local Authority representative. The case for the school will be presented by the Principal.

Protocols:

- Permanent Exclusion Panels are convened towards the end of a fixed term exclusion period
- During that exclusion period the Academy's Exclusions Officer will convene a meeting of the Permanent Exclusion Panel
- Exclusion Officer calls parent to confirm attendance
- Papers, statements and incident log prepared
- Formal meeting room booked
- Panel convenes with parent, student, Principal or Associate principal and panel members
- Principal or Associate Principal presents case to panel
- Student and parent asked to comment
- Questions from panel
- All papers, statements and incident log examined
- Parent, student and Principal or Associate Principal asked to wait outside for a few minutes
- Parent, student and Principal or Associate Principal return to hear decision
- Panel inform parent and student of decision
- If the student is allowed to return to Academy, then a behaviour contract is drawn up and agreed

If permanent exclusion is confirmed, the Academy works with the local authority to gain appropriate educational support for the student.

Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic,
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the Academy's approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

Legislation and statutory requirements

This policy and localised protocols developed in OCL academies must follow advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school Localised Behaviour protocols must also be based on the special educational needs and disability (SEND) code of practice. In addition, this policy and localised protocols must be based on:
 - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy online – to ensure that staff, students and parents are informed Discipline in our academies – teachers' powers Key Points
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the academy
- Teachers have a power to impose detention outside academy hours. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can confiscate pupils' property (More detail later in the policy).

Consequences for poor behaviour: what the law allows

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 1. The decision to give a pupil a consequence must be made by a paid member of school staff or a member of staff authorised by the Principal;
 2. The decision to reprimand the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy should consider whether a multi-agency assessment or care plan is necessary

Physical intervention

See DfE guidance: Use of reasonable force in schools. In some circumstances, staff may use reasonable force to intervene with a pupil to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the pupil involved, date of birth and their year group
- What triggered the behaviour?
- What diffusing techniques were used prior to physical intervention?
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

DfE's Key points

Searching

- School staff can search a pupil for any item if the pupil agrees.¹
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils without a witness.

Under what circumstances

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.