

Ormiston Academies Trust

George Salter Academy Behaviour policy

Policy version control

Policy type	Statutory, OAT Mandatory Template
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In consultation with	Trustees; Executive; Governance; Education Directors; Principals; Attendance, Behaviour and Exclusions Strategy Group; DSLs; SEND team; Personal Development Team; Student Inclusion Advisory Board (SIAB)
Approved by	OAT Executive, November 2023
Trust Board approval	December 2023
Release date	December 2023, updated April 2024
Review	December 2024
Description of changes	April 2024 <ul style="list-style-type: none"> ▪ Review date added

	<p>December 2023</p> <ul style="list-style-type: none">▪ New section 17: Reasonable Force▪ Links at 3.1 updated▪ Letter 3 added to Appendix 1
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1. Introduction

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

We are George Salter Academy and we are ambitious for every child. We defy disadvantage and believe that all students, regardless of their background, should be equally able to realise personal goals, achieve outstanding outcomes and reach their full potential. We promise to provide the same breadth and depth to our curriculum and provision for all students regardless of background or prior attainment. Our students will develop a passion for learning which will allow them to make informed decisions and determine their own future amongst the demands of 21st century life. We want to see a society that benefits from the contributions of our well-educated and empowered young people.

2. Behaviour Principles

- 2.1. Supporting children to manage their behaviour ensures a calm and safe learning environment for all. This includes:
 - Providing additional support, including reasonable adjustments for special educational needs and disability (SEND), to children who find it difficult to maintain positive behaviours
 - Building positive relationships with children and families to understand their needs and contexts
 - Ensuring that everyone treats one another with dignity, kindness, and respect
 - Having high expectations of children's conduct and behaviour and protecting children from disruption to teaching, learning or academy routines
 - Ensuring that these expectations are understood and applied fairly and consistently by all
 - Supporting children to develop and maintain good behaviour by teaching them what this means
 - Having clear systems and routines in place both in the classroom and around the academy. This is demonstrated through the GSA Way (appendix 3)

2.2. All members of the academy community are responsible for creating positive, safe environments in which:

- Bullying, physical threats or abuse and intimidation are not tolerated
- Children are safe, feel safe and everyone is treated respectfully
- Any incidents of bullying, including cyber bullying, prejudice-based and discriminatory bullying, derogatory language (including name calling), harassment, violence and aggression are dealt with quickly and effectively
- Ultimately, we want all students to behave because we want them all to be successful.

3. Legislation, statutory requirements and statutory guidance

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

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

4. Related OAT policies

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

5. Leadership and management

5.1. Trustees and governors

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

5.1.2. Trustees will:

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

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

5.1.4. Governors will:

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

5.2. Principal

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

5.2.2. The principal will:

- ensure that the academy has high expectations of children's conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff
- aim to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying, harassment, violence and aggression
- together with the leadership team, be highly visible in the academy to engage with children, staff and parents and promote high standards of behaviour
- ensure that all staff are successfully inducted into the academy's behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour guidance, routines and strategies
- ensure all staff act as positive role models for behaviour with high standards of personal and professional conduct
- ensure that safeguarding and child protection concerns are identified effectively, and children are offered support rather than sanctions when appropriate

- ensure parents are aware of the academy's expectations and wherever possible, partner with them to understand and support any behavioural issues
- regularly seek 'children's voice' to understand the views and experiences of behaviour in the academy
- regularly review behaviour data and take any necessary steps to eliminate discrimination, reduce bias and ensure compliance with equality law
- ensure the behaviour curriculum, including expectations, routines and rules are explicitly taught to children, and understood by all
- Ensure children receive education on positive healthy relationships in all contexts, including online and offline relationships, so they can identify prejudice, discrimination and bullying

5.3. Teachers

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

5.3.2. Teachers will:

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

5.4. All staff

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

5.4.2. All staff will:

- model and maintain positive relationships with children, so that they can see examples of good behaviours and feel confident to ask for help when needed
- uphold the whole academy approach to behaviour by modelling and teaching routines, values and standards in every interaction²

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

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

- address misbehaviour swiftly and act decisively when behaviour, including the use of discriminatory language, falls below the expected standards

5.5. Children

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

5.5.2. Children will:

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

5.6. Parents

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

5.6.2. Parents will:

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

6. Behaviour Curriculum

- 6.1. All OAT academies want children to feel confident and curious and to behave compassionately to those around them. These qualities should be nurtured and modelled by all staff. Staff can reinforce the behaviour curriculum in every interaction they have with children by:
- Modelling what positive relationships look like, in their interactions with all members of the academy community
 - Acknowledging and praising behaviour that meets the expected standard
 - Giving children clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
 - Being clear and consistent in the use of sanctions
- 6.2. At GSA the behavior curriculum is a curriculum that is expected to be 'lived and breathed' by all of its community on a day to day basis. Children will also be taught explicitly and regularly about behaviour through the behaviour curriculum delivered via PSHE citizenship education, SMSC, assemblies, form time and Votes for Schools.
- 6.3. Any children who join mid-term will be given information about the academy behaviour system and their understanding of this will be monitored by the Head of Year, Student Welfare Manager, Form Tutor and their Class Teacher's.

7. Behaviour Expectations

- 7.1. In George Salter Academy, children are expected to:

Be responsible

- Be on time to school and all lessons
- Move around the academy in a purposeful manner, taking the shortest possible route to lessons and not delaying arrival to them.
- Using toilet facilities only for the purpose by which they are intended and at the correct time (Before school, Break time, Lunch time, After School)
- Dress in full school uniform
- Be responsible for your own learning
- At no time use social media inappropriately to threaten, intimidate, make mockery of or embarrass students or staff through any way, shape or form via video, image, music or in the written form.
- Accept responsibility when behavior has not met the expectations of the behavior policy and attend any sanction that is issued without challenge.
- Use all equipment and facilities in a responsible manner, avoiding misuse and vandalism and leaving them in a state that is appropriate for the next user.

Be respectful

- Respect yourself, others and your environment
- Be polite, kind and considerate

- Listen to others and expect to be listened to
- Respect the right for students to experience the best possible education and for staff to work in a calm, safe and friendly environment by following instructions at all times.

Be safe

- Move quietly and calmly around the academy
- Eat and drink in appropriate places
- Be in the right place at the right time. During break and lunchtimes this involves students attending their 'wet break / lunch' zone as instructed and avoiding any area classed as out of bounds under normal 'non wet' circumstances.
- Not engage in any physical contact with others including play fighting or grabbing / pulling other peoples equipment.
- Not bring illegal, stolen or inappropriate / unnecessary items onto site
- Not use language that insults or upsets any other member of the academy community.
- Enter and exit the academy sensibly, using the footpaths and not engaging in any anti-social activity that causes unrest in the community or to other academy users.
- Use all academy facilities for the intended purpose only and not vandalise, graffiti or misuse any such facility.

8. Safeguarding

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

9. Behaviour expectations and SEND

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

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

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

⁴ Section 20 of the Equality Act 2010

⁵ Section 66 of the Children and Families Act 2014

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

- 9.10. If a child already has an Education, Health and Care plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies.⁷
- 9.11. Patterns of challenging behaviour by children who are not on the SEND register, will be raised as a concern to the SENCO for investigation into unmet or unidentified SEND or mental health issues using the academy's SEND referral form.

10. Responding to Positive Behaviour

- 10.1. Children learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will aim to create a positive and supportive environment in the classroom and around the academy using positive language and relationships based on dignity and respect. This helps children to engage in and make good progress with their learning and can promote staff and child health and wellbeing.
- 10.2. The academy recognises that acknowledging positive behaviour encourages further positive behaviour. Communicating positive behaviours to parents can also be an effective way to motivate children to behave well.
- 10.3. When a child's behaviour meets or goes above the expected behaviour standard, staff will recognise this through positive recognition, rewards, and celebrations. This will include recognising the progress of children who require additional support with their behaviour.
- 10.4. The academy will demonstrate a fair and clear application of rewards to reinforce the routines, expectations, and norms of the academy's behaviour culture. These are:
- Verbal praise
 - Communicating praise to parents via a phone call, written correspondence or Class Charts communication.
 - Certificates, prize ceremonies or special assemblies
 - Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
 - Whole-class or year group rewards, such as a popular activity
 - Issuing star students and peer star student merits on a lesson by lesson basis.
 - Issuing merits related to Ambition, Belief and Courage
 - Weekly updates through year group assemblies to reinforce positive trends

11. Responding to behaviour that is below the expected standard

- 11.1. Responses to unwelcome behaviour will always be made with the aim of helping children to make better decisions and choices in the same or similar contexts in the future. For most children, a gentle

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

reminder or nudge in the right direction is all that is needed. However, for some children, more supportive measures and interventions will be required.

- 11.2. When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment. All staff should deal with poor behaviour without delegating either the task or the accountability. The person best placed to manage the behaviour of a child is the class teacher or the member of staff who was there at the time.
- 11.3. Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of the standards in a consistent, fair, and proportionate manner, so children know with certainty that misbehaviour will always be addressed.
- 11.4. When managing behaviour, staff should also consider the possible impacts of trauma, using the "connect before you correct" approach, by looking beyond the challenging behaviour displayed and questioning what feelings and emotions might be driving the behaviour.

12. Low level disruptions

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

13. Sanctions

13.1. Where misbehaviour continues or there is a serious breach of the academy’s behaviour expectations, the academy may use a sanction. When taking this disciplinary action, the academy will consider the following:

- That any contributory factors have been identified and considered e.g., if a child has suffered bereavement, abuse or neglect, has mental health needs, is subject to bullying, has identified or unidentified SEND, is subject to criminal exploitation, or is experiencing significant challenges at home
- Whether the misbehaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. If this is the case, staff will follow the OAT Child Protection & Safeguarding policy and speak to the DSL or deputy at the earliest opportunity

13.2. Staff will try de-escalation techniques to avoid the use of sanctions wherever possible. However, staff can sanction children whose behaviour falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time children are in the academy or elsewhere under the charge of a member of staff, including on academy trips.

13.3. Sanctions must be reasonable and proportionate and consider any special circumstances. Staff should avoid moving through the sanctions, for example, remind, warn remove, too rapidly and, wherever possible, should implement the ‘support pre-sanction’ steps calmly and with care, allowing ‘take up time’ between each aspect of support given.

13.4. Following any sanction, the academy will support the child to reflect on and understand their behaviour. This could be a short ‘check-in’ conversation or a longer more restorative meeting, depending on the individual circumstances. At the same time, staff will work together to understand a child’s context as this will inform effective responses to more complex behaviours.

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

13.6.

The academy uses the following general strategies or approaches to support behaviour needs:			
<ul style="list-style-type: none"> ▪ Trauma informed and attachment aware practice ▪ An understanding of adverse childhood experiences (ACEs) and how these may impact on behaviour ▪ Corrective conversations ▪ Referral to academy counsellor 			
The academy may use the following sanctions together with pre and post support:			
Level	Possible pre sanction support	Sanction	Possible post sanction support
1	<ul style="list-style-type: none"> ▪ An approach which is non-threatening (side on, eye level or lower, or if online) 	<u>Verbal reminder</u> Example script:	<ul style="list-style-type: none"> ▪ Corrective conversation with relevant staff member or peers

	<p>speaking to the student in a breakout room)</p> <ul style="list-style-type: none"> Using positive language, discuss the impact of the behaviour and relate to expectations Check understanding of task Provide a refocusing task e.g., handing out books or equipment; asking a question they can answer 	<p>'this is the first verbal warning – please make the right choice and do X'</p> <p><u>Second verbal reminder</u> with clear direction of expected behaviours. Example script: 'this is the second verbal warning and I expect you to do X'</p> <p><u>Third verbal reminder</u> with clear consequence. Example script: 'this is the last verbal warning and you will receive a detention if this behaviour continues'</p>	<ul style="list-style-type: none"> Discussion with the child, including explaining what they did wrong and the impact of their actions. Reminder of behaviour expectations. Communication with parent or with Virtual School Head for looked after children Use of Letter 1 (Appendix 1)
2	<ul style="list-style-type: none"> If appropriate, allow the child time to refocus and calm down Reminder of behaviour expectations and consequences for non-compliance Refer to previous excellent behaviour/learning as a model for the desired behaviour Short conversation outside of classroom Move location within classroom Remain for a short discussion after the session 	<p><u>Detention:</u> This is issued at the warning stage and used when the student has not responded to the verbal reminders or any other intervention.</p> <p>The detention can be issued by the member of staff responsible for the class in which the behaviour has occurred and will be for 30 minutes on a future date.</p> <p>The detention must be logged on Class Charts and the parent / carer of the student informed.</p> <p>If the detention is issued after school then staff must ensure this will not put a child at increased risk, interfere with known caring responsibilities; conflict with a medical appointment, or conflict with suitable travel arrangements.</p>	<ul style="list-style-type: none"> Communication with parent or with Virtual School Head for looked after children Use of Letter 2 (Appendix 1) Corrective conversation with relevant staff member or peers Short term behaviour report card Referral to learning mentor Referral to academy counsellor Possible referral to SENCO/DSL

3	Once all de-escalation techniques outlined above have been tried	<u>Removal from class</u> (see below for further details)	<ul style="list-style-type: none"> ▪ Communication with parent or with Virtual School Head for looked after children ▪ Use of Letter 3 (Appendix 1) ▪ Corrective conversation with relevant staff member or peers ▪ Longer term behaviour report card ▪ Referral to learning mentor ▪ Referral to academy counsellor ▪ Specific intervention e.g., anger management, social skills group, resilience coaching ▪ Referral to SENCO ▪ Referral to LA Inclusion Team ▪ Reintegration plan following several or extended removals from class
4	Use of Pupil Support Unit or Alternative provision (see below for further details)	<u>Suspension and permanent exclusion</u> (see below for further details)	Reintegration strategy and plan (Appendix 2)

Level 3

Removal from classroom.

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

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

If a child is removed from class the academy will inform parents the same day via text and they will attend a detention after school on the same day unless the incident has occurred during period 6. In this case, the detention will occur on the next school day. If a child has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, the academy will notify the social worker or Virtual School Head of the removal taking place. If a child is looked after, their Personal Education Plans will be reviewed and amended to include behaviour support and intervention considering the reasons for removal from class.

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

Children who are removed from class will be sent to the specific removal classroom as identified by the department from where the student was removed where their education will be continued through the completion of work provided by the removing teacher and to allow them to regain calm in a safe space. The academy will ensure that staff supervising removal areas are suitably trained to support children with challenging behaviours and contexts. The Head of Department is the member of staff responsible for identifying the removal room and checking that the student has attended the removal detention. They are also responsible for supporting any member of staff within their department who has removed a student for the corrective conversation should it be necessary and following the detention up via the student and parents / carers should the student not attend. The removing staff remember holds the responsibility of attending the detention to engage in the correctie conversation with them.

Children will remain in removal for no longer than is necessary. For most children this will be a maximum of 2 periods (the normal maximum length of a lesson). However, there may be exceptional circumstances, which must be agreed by the principal and communicated to the parents and the child in a timely manner, where children remain in removal for more extended periods. All children in removal will receive regular breaks, including movement breaks and food/drink breaks and opportunities to visit the toilet. Staff will be made aware of any medical needs and ensure any health care plans are fully implemented.

Staff will record all incidents of removal from the classroom along with details of the incident that led to removal, and any protected characteristics of the child in Class Charts. They will also confirm that the student has attended via the use of the confirmation option on Class Charts.

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

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

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

Level 4

Suspension and permanent exclusion

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

governs the suspension and permanent exclusion of children (The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012).

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

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

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

Behaviour Stages

When a student has not met the academy expectations with regards to their behaviour they are placed on a behaviour monitoring based on 5 behaviour stages. The higher the stage of monitoring, the more senior the member of staff is who oversees the student. The behaviour stage system enables interventions to be put in place at a level appropriate to the seriousness of the students behaviour. See appendix 4.

14. Supporting children following a serious sanction

14.1. Level 3

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

- regularly monitor the progress of all children in pupil support units, including those attending a unit at a different school.
- follow OAT's Reintegration Strategy (see Appendix 2) and review reintegration plans at regular intervals
- actively involve children and parents in reintegration discussions

14.2. Level 4

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

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

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

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

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

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

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

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

15. Alternatives to suspension and Permanent Exclusion

15.1. Offsite Direction

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

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

15.2. Managed Moves

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

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

15.3. Part Time Timetables

- 15.3.1. A part time or reduced timetable should not be used to manage a child's behaviour. In exceptional circumstances, where it is in the child's best interests, there may be a need for a temporary part time timetable to meet individual needs. For example, where a medical condition prevents a child from attending full time education and a part-time timetable is considered as part of a re-integration package. Medical needs may include significant mental health needs such as severe anxiety, eating

disorders, post-traumatic stress disorder (PTSED) and severe depression or other mood disorders. Wherever possible, medical evidence should support the use of part time timetables. However, where this is not possible, e.g. while waiting for referral to CAMHs, this should not prevent the use of a part time timetable if the academy and parents agree it is in the best interests of the child.

- 15.3.2. A part-time timetable must not be treated as a long-term solution. All part time timetables should be reviewed at least every two weeks. Any agreement must have a time limit by which point the child is expected to attend full-time or be provided with alternative provision. A maximum of six weeks of reduced or part-time timetable is advised unless there is medical evidence to warrant an extension.
- 15.3.3. The academy will ensure that the DSL has been consulted, a risk assessment carried out and suitable robust arrangements are in place to ensure the ongoing safeguarding of any child on a part time timetable.
- 15.3.4. Due to the exceptional nature of part time timetables, guidance on their use should be sought from the academy's Education Director or from OAT's Inclusion Team. Data on the use of part time timetables is reviewed at the academy's Strategic Progress Boards and at Local Governing Body meetings.

16. Adapting sanctions for children with SEND

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

17. Reasonable force

- 17.1. What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

17.2. Who can use reasonable force?

- All members of academy staff have a legal power to use reasonable force.
- This power applies to any member of staff at the academy. It can also apply to people whom the principal has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on an academy organised visit.

17.3. When can reasonable force be used?

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

17.4. Academies can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts an academy event or an academy trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

- 17.5. Academies cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.
- 17.6. All use of reasonable force must be recorded and reported to parents (see 19.2)
- 17.7. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.
- 17.8. Wherever possible positive handling/use of reasonable force will be carried out by trained staff who are competent in the use of a recognised behaviour management system (e.g. Team Teach).
- 17.9. Further information and guidance on the use of reasonable force can be found in the DFE publication <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

18. Restraint / Positive handling plans

- 18.1. Where a child's behaviour could present a significant risk of injury to themselves, other people, or property the academy will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place.
- 18.2. These plans will be developed in the child's best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed at least termly or when the needs of the child change.
- 18.3. The plan will document situations that may trigger challenging behaviour and any successful preventative strategies. The plan will also document how physical intervention should be used appropriately.

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

- 19.1. All incidents of positive handling/restraint must be notified to the safeguarding team using the 'Restraint Notification Form' on OAT.net. In addition, the 'Restraint Record Form' must be completed on OAT.net and also uploaded onto CPOMs into the child's record. This must be completed as soon as is practicable, and within 24 hours of an incident taking place, by all those involved.
- 19.2. Parents will be informed on the same day as the incident and invited into the academy to discuss the incident as soon as practicable.
- 19.3. A written review of the incident must be conducted by the principal and DSL and recorded on CPOMs within 5 working days and any positive handling plan updated as appropriate.

20. Behaviour outside of academy premises

20.1. The academy can sanction children for misbehaviour outside of the academy premises to such an extent as is reasonable. Conduct outside the academy premises, including online conduct, that might result in a sanction includes misbehaviour:

- when taking part in any academy-organised or academy-related activity
- when travelling to or from the academy
- when wearing academy uniform
- when in some other way identifiable as a child at the school
- that could have repercussions for the orderly and safe running of the academy
- that poses a threat to another child
- that could adversely affect the reputation of the academy

20.2. The decision to sanction a child will be lawful if it is made on the academy premises or elsewhere at a time when the child is under the control or charge of a member of staff of the academy.

20.3. When non-criminal poor behaviour and bullying occurs off the academy premises or online and is witnessed by a staff member or reported to the academy, the academy will:

- gather information and evidence
- take witness statements including from the alleged perpetrator
- inform parents of the incident
- inform any relevant services/agencies e.g. children's services, youth offending team

20.4. Following confirmed misbehaviour outside of academy premises, the academy may impose the following sanctions: detention, suspension, offsite direction, permanent exclusion

21. Searching, screening and confiscation

21.1. Searching, screening and confiscation will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and OAT's Searching, Screening and Confiscation Policy.

21.2. Principals and the staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a banned item.

21.3. These banned items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
 - to commit an offence, or

- to cause personal injury to, or damage to property of; any person (including the child).
 - tobacco and cigarette papers
 - e-cigarettes or vapes
 - fireworks
 - pornographic images
 - weapons
- 21.4. As long as it is reasonable in the circumstances, academy staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item.

22. Suspected criminal behaviour

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

23. Child on child abuse sexual violence and sexual harassment

- 23.1. Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned.
- 23.2. The academy will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff must challenge all inappropriate language and behaviour between children and ensure respectful relationships and high standards of conduct between staff and children at all times.
- 23.3. Following any report of child-on-child sexual violence or sexual harassment offline or online, the academy will follow the safeguarding principles set out in [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444269/Keeping_children_safe_in_education_-_GOV.UK.pdf) (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on

the academy's initial response. Each incident will be considered on a case-by-case basis and sanctions may be applied whilst other investigations by the police and/or children's social care are ongoing.

- 23.4. All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

24. Behaviour incidents online

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

25. Malicious allegations

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

26. Mobile phones

- 26.1. At George Salter Academy we do not permit students to use their phone or have their phone on show at any time while on the Academy site unless specifically requested by a member of staff. Reasons for

this may include providing evidence for an investigation or identifying a phone number of a family contact when the SIMS contact is not available.

- 26.2. Allowing access to mobiles in the academy introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For that reason, all mobile phones must be kept in children's bags or their pocket at all times during the academy day. Failure to comply will result in the phone being confiscated and returned to the student either 24 hours later or on the same day if collected by their parent / carer.
- 26.3. In exceptional circumstances, and to support individual children, a child may be permitted by the principal to use their mobile phone during the school day as a reasonable adjustment.
- 26.4. All children in the academy will be informed about the potential reasons for exceptional use as part of the behaviour induction process.

27. Transition

27.1. Inducting incoming children

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

27.2. Preparing outgoing children for transition

To ensure a smooth transition to the next year, children will receive behaviour updates and reminders from their Head of Year and / or form tutor during the induction process.

To ensure behaviour is continually monitored and the right support is in place, information related to the behaviour issues of any child will be transferred to relevant staff at the start of the term or year.

28. Staff induction, development and support

- 28.1. As part of their induction process, staff at George Salter Academy are provided with training on managing behaviour, including training on:
- The Equalities Act and preventing disability discrimination
 - Harmful Sexualised Behaviours
 - Trauma informed practice
 - De-escalation techniques
 - Corrective Conversations
 - The use of restraint/Team Teach
 - How child protection, safeguarding, SEND and mental health needs impact behaviour
- 28.2. Behaviour management will also form part of continuing professional development.

29. Monitoring and evaluating academy behaviour

29.1. The academy will collect data on the following:

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

29.2. The data will be analysed weekly and presented to SLT half termly by M Cadwallader (Assistant Principal: Attendance and Behaviour). Data will be reviewed at the academy's Strategic Progress Boards and at Local Governing Body Meetings and this analysis will be used to support academies to be proactive in improving children's behaviour.

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

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

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

30. Children's Voice

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

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

31. Complaints

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

Appendix 1 - Template letters to parent/carer

First behaviour letter

Date:

Dear [insert parent name],

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

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

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

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

Yours sincerely,

Name:

Role in School:

Behaviour letter – return slip

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

Name of child:

Parent/carer name:

Parent/carer signature:

Date

Second behaviour letter

Date:

Dear [insert parent name],

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

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

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

Yours sincerely,

Name:

Role in school:

Behaviour letter – return slip

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

Name of child:

Parent/carer name:

Parent/carer signature:

Date:

Third behaviour letter

Date:

Dear [insert parent name],

I am sorry to let you know that, despite trying to support [insert child name] with their behaviour, they have had to be removed from the classroom today because they have [insert reason e.g. continually disrupted the learning of others/been verbally abusive to staff].

I now feel we should meet in person to discuss what the underlying issues may be and how we can best support your child to improve their behaviour. I would be grateful if you could attend a meeting with the [principal/vice principal/assistant/head of year etc], the [special educational needs co-ordinator/mental health lead practitioner/designated safeguarding lead/pastoral lead etc] and myself on:

[Insert date] at [insert time]

If you are unable to make this meeting, please contact the academy as soon as possible to arrange an alternative time.

Yours sincerely,

Name:

Role in school:

Behaviour letter – return slip

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

Name of child:

Parent/carer name:

Parent/carer signature:

Date:

Appendix 2 - Ormiston Academy Trust Reintegration Strategy

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

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

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

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

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

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

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

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

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

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

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

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

Guidance on the reintegration meeting

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

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

What questions might be asked during a reintegration meeting?

Understanding impact of behaviour on self and others (child)

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

Understanding any additional needs of the child

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

Understanding the views of the parent/carer

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

Reflections from academy staff / other professionals

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

What areas for development for the child might be considered?

Plans for teaching behaviour explicitly

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

- Managing strong emotions

Motivation to succeed

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

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

Removal from Class: Repair and Rebuild

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

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

How am I feeling right now?

I was given a warning for...

I was asked to leave the class because...

This situation could have been avoided if I had...

1.

2.

To put things right I will need to...

1.

2.

3.

Corrective conversation

Please complete a brief summary of what the child has agreed to do:

1.

2.

3.

How can staff help to ensure the child is successful in future lessons?

1.

2.

3.

Child signature:

Staff signature:

Reintegration meeting following serious sanction(s)

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

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

Child details

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

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

Child:	Others:

What should have happened?

--

What behaviour support is needed?

Area of support	Delivery

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

Area of support	Delivery

Child view / comments

What will help you to succeed?

--

Parent/carer view / comments (if in attendance)

--

Use of behaviour report card/contract etc? (provide brief details)	
---	--

Date of next review meeting	
------------------------------------	--

Signed (child)	
-----------------------	--

Signed (parent/carer)	
------------------------------	--

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

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

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

Child details

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

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

Child:	Others:

What should have happened?

--

What behaviour support is needed?

Area of support	Delivery

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

Area of support	Delivery

Child view / comments

What will help you to succeed?	
Parent/carer view / comments (if in attendance)	
Behaviour contract	
Areas for development:	
1.	
This will look like:	
2.	
This will look like:	
3.	
This will look like:	
Who is responsible for managing this contract (staff)?	
Where will staff check in take place?	
How frequently?	
At what time?	
How long will the contract last?	
Date of next review meeting	
Signed (child)	
Signed (parent/carer)	
Signed (staff)	

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

This contract has been drawn up to support me to be successful in school.
These are the areas I will work on:

1.	
	This will look like:
2.	
	This will look like:
3.	
	This will look like:
I will report to:	
I will go to:	
At this time:	
On these days:	
If I am successful, this contract will finish on:	
Signature of child:	

Appendix 3

The GSA Way

As a GSA student, it is my **responsibility** to...

- 1. Arrive to lesson, correctly dressed in the right uniform and on time.**
- 2. Enter and exit the classroom in a quiet and orderly manner.**
- 3. Have all the required equipment that I need for all lessons.**
- 4. Remain in the classroom for the duration of the lesson by making every effort to visit the toilet, medical room or SWM / Head of Year during social times.**
- 5. Sit in the seat as directed by my teacher.**
- 6. Try my best in all lessons by listening to the teacher, not challenging them inappropriately and not disturbing my own learning or the learning of others.**
- 7. Accept responsibility if I do break a rule or I am given a sanction and attend this sanction unaccompanied.**
- 8. Treat the facilities and equipment provided by the academy with respect and leave them in a condition that other students can use.**
- 9. Move around the academy in a sensible and controlled manner making sure that I use the shortest route between lessons.**

Appendix 4 Pastoral

Stage 1 (2 weeks)	Stage 2 (2 weeks)	Stage 3 (2 weeks)	Stage 4 (2 weeks)	Stage 5 (2 weeks)
Lead: Form Tutor	Lead: SWM / HoY	Lead: SWM / HoY	Lead: AP / VP	Lead: VP / Principal
<p>Actions</p> <p>Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 1 report</p>	<p>Actions</p> <p>Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 2 report</p>	<p>Actions</p> <p>Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 3 report</p>	<p>Actions</p> <p>Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 4 report</p>	<p>Actions</p> <p>Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 5 report</p>
<p>Behaviours include</p> <ul style="list-style-type: none"> • Poor attitude tutor time • Poor A2L • Poor punctuality to school • Poor attendance to school • Persistent gum chewing • Persistent use of mobile phone • Incorrect uniform • Bullying – low level 	<p>Behaviours include</p> <p>Repeated Stage 1 behaviours plus:</p> <ul style="list-style-type: none"> • ASB social time • Poor attendance • Repeated removals • Bullying - repeated • Truancy • Inappropriate behaviour in internal exclusion. • Aggressive behaviour • Inappropriate use of social media 	<p>Behaviours include</p> <p>Repeated Stage 1 & 2 behaviours plus:</p> <ul style="list-style-type: none"> • Vandalism • Persistent absence (AO intervention) • Fighting • Dangerous behaviour • Serious disrespect to an adult • Smoking • Extortion 	<p>Behaviours include</p> <p>Repeated Stage 1, 2 & 3 behaviours plus:</p> <ul style="list-style-type: none"> • Misuse of fire alarm / equipment • Assault • Bringing Academy into disrepute. • Extortion with violence • Theft 	<p>Behaviours include</p> <p>Repeated Stage 1, 2, 3 & 4 behaviours plus:</p> <ul style="list-style-type: none"> • Serious one-off incident • Possession of prohibited item • Excessive aggression • Consumption of illegal substance • Sustained bullying

<p>Possible Sanction</p> <ul style="list-style-type: none"> • Social Time removal • After school detention 	<p>Possible Sanction</p> <ul style="list-style-type: none"> • Stage 2 report • Social Time removal • After school detention • RESET • Suspension 	<p>Possible Sanction</p> <ul style="list-style-type: none"> • Stage 3 report • Social Time removal • After school detention • RESET • FOCUS (KS3 only) • Short term Offsite Direction • Suspension 	<p>Possible Sanction</p> <ul style="list-style-type: none"> • Stage 4 report • Social Time removal • After school detention • RESET • FOCUS (KS3 only) • Suspension • Short Term Offsite Direction • Offsite Direction (up to 6 weeks) • Managed Transfer • Governors Warning 	<p>Possible Sanction</p> <ul style="list-style-type: none"> • Stage 5 report • Social Time removal • After school detention • RESET • FOCUS (KS3 only) • Suspension • Governors Warning • Short Term Offsite Direction • Offsite Direction (up to 6 weeks) • Managed Transfer • Permanent Exclusion
<p>FT / SWM Monitoring</p> <ul style="list-style-type: none"> • Weekly mentoring meeting with SWM • Daily mentoring form tutor • ML to support RJ • Implementation from Class strategy meetings 	<p>STEPS Intervention</p> <ul style="list-style-type: none"> • Additional to Stage 1 • Referral to Steps • Identification of barriers • Referral for therapeutic support/ extra –curricular clubs • In class support • Peer mentoring • Mentoring with Lead SWM • Consider SSP 	<p>STEPS Intervention</p> <ul style="list-style-type: none"> • Additional to Stage 2 • 1:1 or group mentoring • External intervention through outside agency • Consultation/Referral with Inclusion Support • Student Brief • Meeting with PCSO • Lessons observations • SSP 	<p>STEPS Intervention</p> <ul style="list-style-type: none"> • Additional to Stage 3 • 1:1 mentoring • Personalised timetable • Alternative Provision 1 day placement • Referral with Inclusion Support 	<p>STEPS Intervention</p> <ul style="list-style-type: none"> • Additional to Stage 4 • Alternative provision (6 weeks) • Alternative Provision Full time

Curriculum

Stage 1 (2 weeks)	Stage 2 (2 weeks)	Stage 3 (2 weeks)	Stage 4 (2 weeks)	Stage 5 (2 weeks)
Lead: Class Teacher	Lead: HoD	Lead: HoY	Lead: AP / VP	Lead: VP / Principal
Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 1 Subject Report	Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 2 HoD report	Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 3 HoY report	Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 4 report	Inform parent / carer Meet with student Log on Class Charts Monitor report daily Either end, extend or escalate monitoring Stage 5 report
Behaviours include <ul style="list-style-type: none"> Poor A2L Passivity of learning Poor punctuality to lesson Failure to complete homework Persistent gum chewing Persistent use of mobile phone Persistent RTFI In class low level bullying 	Behaviours include Repeated Stage 1 behaviours (after initial teacher intervention) including: <ul style="list-style-type: none"> Persistently poor A2L Repeated removals in individual subject Repeated passivity of learning in individual subject area. 	Behaviours include Repeated Stage 1 & 2 behaviours (after HOD intervention) including: <ul style="list-style-type: none"> Repeated removals in individual subject Repeated passivity of learning in individual subject area. 	Behaviours include Repeated Stage 1, 2 & 3 behaviours	Behaviours include Repeated Stage 1, 2, 3 & 4 behaviours
Possible Sanction / Monitoring <ul style="list-style-type: none"> Teacher detention – break / lunch Teacher detention – after school 	Possible Sanction / Monitoring <ul style="list-style-type: none"> HOD detention – after school SLT / LM intervention 	Possible Sanction / Monitoring <ul style="list-style-type: none"> Stage 3 HoY Tracking HoY detention – after school 	Possible Sanction <ul style="list-style-type: none"> Social Time removal After school detention RESET FOCUS (KS3 only) Suspension Short Term Offsite Direction Offsite Direction (up to 6 weeks) Managed Transfer 	Possible Sanction <ul style="list-style-type: none"> Social Time removal After school detention RESET FOCUS (KS3 only) Suspension Governors Warning Short Term Offsite Direction Offsite Direction (up to 6 weeks)

			<ul style="list-style-type: none"> Governors Warning 	<ul style="list-style-type: none"> Managed Transfer Permanent Exclusion
<p>FT Monitoring</p> <ul style="list-style-type: none"> Weekly mentoring meeting with SWM Daily mentoring form tutor Implementation from Class strategy meetings 	<p>SWM / HoY Intervention</p> <ul style="list-style-type: none"> Identification of barriers Student Brief Referral for therapeutic support/ extra –curricular clubs In class support Lessons observations Meeting with PCSO Peer mentoring Mentoring with Lead SWM 	<p>STEPS Intervention</p> <ul style="list-style-type: none"> Additional to Stage 2 1:1 or group mentoring External intervention through outside agency Consultation/Referral with Inclusion Support Growth mindset course Academic coaches 	<p>STEPS Intervention</p> <ul style="list-style-type: none"> Additional to Stage 3 1:1 mentoring Personalised timetable Alternative Provision 1 day placement Referral with Inclusion Support 	<p>STEPS Intervention</p> <ul style="list-style-type: none"> Additional to Stage 4 Alternative provision (6 weeks) Alternative Provision Full time