

Ormiston Academies Trust

George Salter Academy

Behaviour policy

Policy version control

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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 George Salter's 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. Principles of behaviour and belonging

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

2.2. Principle 1 – Always a reason

- 2.2.1. Rules and routines at Ormiston Academies create disruption free learning in safe, calm environments in which children work hard and are successful.
- 2.2.2. Rewards and sanctions promote positive norms and support the inclusion of all children in the school community. Rules and routines create a sense of belonging and create positive school experiences. They support children in achieving useful outcomes of which they can be proud.
- 2.2.3. At George Salter Academy everyone understands upholding shared behavioural norms is a collective responsibility and that a school's culture is an expression of all its members.

2.3. Principle 2 – Positive regard

- 2.3.1. George Salter Academy believe all children can behave well with the right support.
- 2.3.2. Every child is treated positively. Interactions between members of a school community are characterised by respect and warmth. Adults are compassionate especially when behaviour is challenging, because they understand children do not arrive at school with the same understanding of appropriate behaviour.
- 2.3.3. Children who struggle the most receive the highest levels of support, and schools focus on finding causes of poor behaviour and addressing these, not excusing or explaining them away. Support is characterised by its proactivity – George Salter staff aim to find solutions before children reach crisis.

2.4. Principle 3 – Clear is kind

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

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 2024](#)
 - [Searching, screening and confiscation: advice for schools 2022](#)
 - [The Equality Act 2010](#)
 - [Keeping Children Safe in Education 2024](#)
 - [Working Together to Safeguard Children 2023](#)
 - [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2024](#)
 - [Working together to improve school attendance 2024](#)
 - [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:

- 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
- maintain consistent standards of behaviour in the classroom while ensuring reasonable adjustments are made by balancing fairness with flexibility

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

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

- uphold the whole academy approach to behaviour by modelling and teaching routines, values and standards in every interaction²
- 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 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. This is initially the form tutor but can be escalated to the Student Welfare Manager or Head of Year if necessary in the first instance.
- 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 with the Assistant Principal in charge of Behaviour. At GSA this is Mr M Cadwallader.

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

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. Children will also be taught explicitly and regularly about behaviour through: 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 ready to learn and take responsibility for your actions
 - Be on time to school and to all lessons
 - Dress in full school uniform
 - Be responsible for your own learning
- Be respectful
 - Respect yourself, others and your environment
 - Be polite, kind and considerate
 - Listen to others and expect to be listened to
 - 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 safe
 - Move quietly and calmly around the academy in a purposeful manner, taking the shortest route to lessons and not delaying arrival to them.
 - Eat and drink in appropriate places. Items must not be consumed during the transition in between lessons.
 - Be in the right place at the right time

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. All students, including those with SEND, are expected to adhere to the academy's behaviour expectations and routines. However, the academy recognises that students with SEND may need differentiated support to meet these expectations effectively.
- 9.2. Reasonable adjustments will be made for students with SEND where their disability impacts behaviour. This may include tailored interventions, additional support, or alternative methods of communication to help them understand and meet behavioural expectations.
- 9.3. Individual Behaviour Plans (IBP): For some students with SEND, an Individual Behaviour Plan may be developed in collaboration with the SENCO (Special Educational Needs Coordinator), teachers, parents, and other professionals. The plan may outline specific strategies and support to manage behaviour while promoting the student's wellbeing.
- 9.4. Staff members are trained to understand the needs of students with SEND and how these may influence behaviour. This includes awareness of conditions like ADHD, autism, and emotional and behavioural difficulties, and how to respond appropriately and fairly to meet their needs.
- 9.5. The academy will work with external agencies, to better understand a student's needs and design effective behaviour management strategies that support their inclusion in the classroom.
- 9.6. While maintaining high behaviour expectations for all, the academy acknowledges that flexibility in approach is necessary to accommodate the varied needs of students with SEND. This ensures that all students can thrive in a supportive and understanding environment.
- 9.7. 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.
- 9.8. Staff will be supported in this by the academy's SENCO, pastoral team and senior leaders 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 \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614222/mental-health-and-behaviour-in-schools-guidance.pdf)

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

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. 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.
- 11.2. When managing behaviour, staff apply our principles of behaviour and belonging with due consideration.
 - Always a reason
 - Clear in kind

- Positive regard

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.
- 12.2. To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using a variety of strategies and de-escalation techniques. These include:
- Use of Student Passports and Student Support Plans for those students with these.
 - Use of 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 staff will apply the same approaches and intervene quickly and calmly.

13. Sanctions

- 13.1. In situations of children displaying low level disruption and when misbehaviour continues, sanctions are a legitimate form of behaviour management and are used consistently and fairly.
- 13.2. Where 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
- 13.3. 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.

- 13.4. Sanctions must be reasonable and proportionate.
- 13.5. Following any sanction, the academy will support the child to reflect on and understand their behaviour. At the same time, staff will work together to understand a child’s context as this will inform effective responses to more complex behaviours.
- 13.6. The academy will plan and use age/developmentally appropriate strategies and interventions to support a child, without lowering expectations for any child’s behaviour.
- 13.7.

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 ▪ Restorative communication ▪ Referral to academy counsellor ▪ Referral to external support 			
The academy may use the following sanctions together with pre and post support:			
Level	Possible pre sanction support	Sanction	Possible post sanction support
Remind	<ul style="list-style-type: none"> ▪ An approach which is non-threatening (side on, eye level or lower, or if online speaking to the student in a breakout room) ▪ 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 ▪ Front load behaviour expectations with students and ensure expectations are clearly communicated 	<u>Verbal warning</u> Example script: ‘this is the first verbal warning – please make the right choice and do X’	<ul style="list-style-type: none"> ▪ Restorative conversation with relevant staff member or peers ▪ Discussion with the child, including explaining what they did wrong and the impact of their actions. Reminder of behaviour expectations. ▪ Communication with parent
Warn	<ul style="list-style-type: none"> ▪ If appropriate, allow the child time to refocus and calm down 	<u>Detention:</u> This is issued at the warning stage and used when the student has not	<ul style="list-style-type: none"> ▪ Communication with parent

	<ul style="list-style-type: none"> ▪ 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>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"> ▪ Restorative 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
Removal	Once all de-escalation techniques outlined above have been tried	Removal from class (see below for further details)	<ul style="list-style-type: none"> ▪ Communication with parent or with Virtual School Head for looked after children ▪ Restorative 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/OAT Inclusion Team

			<ul style="list-style-type: none"> ▪ Reintegration plan following several or extended removals from class ▪ Completion of pre-exclusion checklist for repeated removals.
	Use of Pupil Support Unit or Alternative provision (see below for further details)	<u>Suspension and permanent exclusion</u> (see below for further details)	<ul style="list-style-type: none"> ▪ Strategies from above. ▪ Reintegration plan. ▪ Pastoral Support Plan (PSP)/ Individual Behaviour Plan (IBP)

13.8. Removal from classroom

- 13.8.1 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.
- 13.8.2 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.
- 13.8.3 If a child is removed from class the academy will inform parents the same day via Class Charts. 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, persistent disruption to the learning of self or others, threatened or actual violence against child or staff etc
- 13.8.4 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 corrective conversation with them.
- 13.8.5 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.

- 13.8.6 Staff will record all incidents of removal from the classroom along with details of the incident that led to removal. The academy will monitor and analyse data weekly and this may be used to provide timely intervention and support to children.
- 13.8.7 The completion of OAT's 'pre-exclusion checklist' should be completed for children who are frequently removed from class and at risk of exclusion. Leaders of behaviour should review cases of children at risk of exclusion with Lead Practitioners of Behaviour and SEND.

13.9. Suspension and permanent exclusion

- 13.9.1 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.
- 13.9.2 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.
- 13.9.3 In considering suspension or exclusion the principal should ensure that, as far is appropriate, the academy's 'pre-exclusion checklist' has been considered. This will guide principals in their review of support and intervention strategies in response to misbehaviour.
- 13.9.4 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.
- 13.9.5 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.
- 13.9.6 Where the child has an Education, Health and Care Plan (EHCP), SEND Lead Practitioners, in addition to the relevant Education Director will have been contacted for consultation before a decision to permanently exclude has been made.

14. Supporting children following a serious sanction

- 14.1. A reintegration meeting with parents and the child following an exclusion is essential for restoring relationships, rebuilding trust, and setting clear expectations for future behaviour. It allows the school to address the underlying causes of the behaviour, collaborate on support strategies, and ensure the student feels welcomed back into the learning environment. By promoting accountability

and involving both parents and the student in the process, the meeting helps prevent future issues and supports a successful reintegration.

14.2. Pupil Support Units and use of on-site Alternative Provision.

14.3. 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 onsite Alternative Provision Unit, which is called FOCUS.

14.4. The aim of FOCUS is to improve behaviour so that the child can successfully reintegrate back into mainstream lessons.

14.5. The academy will:

- 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 more bespoke to address specific support and intervention needs
- 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.
- actively involve children and parents in reintegration discussions

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.

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.

16. Reasonable force

16.1. 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 will 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.

16.2. 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.

16.3. 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.

16.4. 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.

16.5. 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. Restraint / positive handling plans

- 17.1. 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.
- 17.2. 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 termly or when the needs of the child change.
- 17.3. 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.

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

- 18.1. Parents will be informed on the same day as the incident and invited into the academy to discuss the incident as soon as practicable.
- 18.2. A written review of the incident will be conducted by the principal and DSL and recorded on CPOMs within 5 working days and any positive handling plan updated as appropriate.

19. Behaviour outside of academy premises

19.1. 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

19.2. 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.

19.3. 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]

19.4. Following confirmed misbehaviour outside of academy premises, the academy may impose the following sanctions:

Detention, suspension, offsite direction, permanent exclusion.

20. Searching, screening and confiscation

20.1. 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.

20.2. 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.

20.3. 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
- 20.4. 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.

21. Suspected criminal behaviour

- 21.1. If a child is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- 21.2. When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- 21.3. If a decision is made to report the matter to the police, the principal DSL or member of the senior leadership team will make the report.
- 21.4. 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.
- 21.5. 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.

22. Child on child abuse sexual violence and sexual harassment

- 22.1. Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned.
- 22.2. 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.
- 22.3. 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/61622/Keeping_children_safe_in_education.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.

- 22.4. 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.

23. Behaviour incidents online

- 23.1. 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.
- 23.2. When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy).

24. Malicious allegations

- 24.1. 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.
- 24.2. 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.
- 24.3. 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.
- 24.4. The academy will also consider the pastoral needs of staff and children accused of misconduct.

25. Mobile phones

- 25.1. 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.

- 25.2. 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 out of site at all times during the academy day. Failure to comply will result in confiscation and the phone being returned at the end of the school day. Students who repeat the offence will only have their phone returned on collection by a responsible adult / family member (over 18).
- 25.3. 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.
- 25.4. All children in the academy will be informed about the potential reasons for exceptional use as part of the behaviour induction process.

26. Transition

26.1. Inducting incoming children

- 26.1.1. 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.

26.2. Preparing outgoing children for transition

- 26.2.1. To ensure a smooth transition to the next year, children will receive behavior updates from their Head of Year and / or Form Tutor during the induction process.
- 26.2.2. 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.

27. Staff induction, development and support

- 27.1. 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
 - Restorative communication
 - The use of restraint/Team Teach
 - How child protection, safeguarding, SEND and mental health needs impact behaviour
- 27.2. Behaviour management will also form part of continuing professional development.

28. Monitoring and evaluating academy behaviour

28.1. 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

28.2. The data will be analysed weekly by Heads of Year and presented to SLT by AP 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.

28.3. 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

28.4. 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.

29. Children's Voice

29.1. 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 voice.

29.2. 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.

30. Complaints

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

- 30.2. 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.