Cabot Learning Federation

Behaviour Policy

Updated: September 2026
Review Period: Annually
Review Date: September 2027
Noted by Academy Council:

Behaviour Policy

Creation Date	July 2022
Implementation Date	1 September 2022 (as draft)
Review Frequency	Annually
Last Reviewed	September 2026
Approval	Full Academy Council
DfE Status	A – Statutory Policy required by Education Legislation

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1. History of most recent policy changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
28/08/18	Whole Document	Creation of new policy following review of existing policies.	Change to school behaviour system	Katherine Ogden Assistant Principal
03/09/19	Whole Document	Changes to policy following review of existing policy.	Change to school behaviour system	Catherine Walbridge Assistant Principal
04/01/20	Whole Document	Changes to policy following review of existing policy.	Change to school behaviour system	Catherine Walbridge Associate Assistant Principal
12/06/20	23, 24	Addition of addendum and appendix	Changes to school behaviour system in response to COVID 19	Catherine Walbridge Associate Assistant Principal
01/10/20	Whole Document	Changes to policy following review of existing policy and the combining of two policies to form one all through policy	Adaptation to COVID and the re-naming following SLT change	Andrew Marshall-Aherne Assistant Principal
30/09/21	Whole Document	Changes to policy following academy restructure and introduction of Lower, Middle and Upper School	Academy restructure	Katherine Ogden Principal
15/07/22	Whole document	Changes to policy regarding lesson disruption and to take into account new government guidance.	Changes to school behaviour system	Simon White Vice Principal
18/07/23	Whole document	Changes to section on lateness following changes to the structure of the school day. Extra detail added to the sections on community language and swearing following work by the behaviour and culture working group. Updated language in exclusions appendix to include fixed term suspensions.	Yearly review and working group feedback.	Simon White Vice Principal
22/07/24	Whole document	Addition of equalities and inclusion screening section.	Yearly view and working group feedback.	Simon White Vice Principal

20/08/24	Whole document	Update on language used, including for suspensions and exclusions. Minor adjustments to rewards and consequences sections including updated behaviour strategies and clarification of the process for confiscation of prohibited items. Appendix 4 – Update from Immersion / Managed Moves to Offsite Direction	Annual review	Emma Watts Assistant Principal
	Appendices	Addition of Appendix 5 – Managing Drug related incidents. Movement of Fixed term suspension guidance to Appendix 6.	Drugs guidance from South Gloucestershire.	Simon White Vice Principal
26/07/25	Appendices	Appendix 4 – Update of Offsite Direction description	Annual Review	Katherine Ogden Senior Principal
29/02/26	Whole document	Refinement of policy following government guidance regarding use of mobile phones in schools	DfE Update re. Mobile phones in schools	Katherine Ogden Senior Principal
20/08/26	Whole document	Annual review of policy and addition of detail to the mobile phone policy section.		

2. Equality Impact Screening

Date of screening: 20/08/26						
Name of person completing screening: Simon White						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age	✓		✓			
Disability	✓		✓			
Gender Reassignment	✓		✓			
Race or Ethnicity	✓		✓			
Religion or Belief	✓		✓			
Marriage	✓			✓		
Pregnancy/ Maternity	✓			✓		
Sex	✓		✓			
Sexual Orientation	✓		✓			
Carers / in-care	✓		✓			
Should the policy have a Full Equalities Impact Assessment? ~~Yes~~ / No (please detail reasons below)						
By supporting our culture of high expectations and high inclusion, this behaviour policy should have a positive impact on all key groups of students. The policy includes information for staff to support in dealing with incidents of discriminatory language towards protected characteristics, supporting these groups in feeling able to report such incidents.						

3. Legislative Compliance

3.1 This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Prevent Duty Guidance for England and Wales
- Keeping Children Safe in Education September 2025
- Behaviour in Schools: Advice for headteachers and school staff July 2024
- Mobile phones in schools - 2026

3.2 Summary of what the law says:

The Principal must set out measures in the behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students.

The law applies to students whilst present on the Academy premises, but also at many times when not present at the Academy but still on-roll as a student of the Academy.

4. Links to Other Policies

This Policy has been written as guidance for staff, parents or carers and young people should be taken in conjunction with the following King's Oak Academy policies:

- Safeguarding and Student Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Exclusions Policy
- Charging and Remissions Policy

5. Purpose of this Policy

5.1 King's Oak Academy is founded on two core principles, Work Hard and Be Kind, which allow our students to achieve excellent outcomes in a caring and stimulating learning community.

5.2 The purpose of this policy is to ensure that.

a. All members of the school community are able to learn in a safe, secure and highly inclusive environment and have a shared responsibility for creating and maintaining acceptable behaviour.
b. All students and academy staff show respect for one another as learners and members of the school community and are encouraged to work hard and be kind.
c. All students follow clear, consistent high expectations and boundaries.
d. Consequences are applied consistently for unacceptable behaviour.
e. All members of the school community are listened to and responded to.
f. Parents/Carers are able to support teachers and students to promote positive learning behaviour in both the academy and the local community.

6. Principles

6.1 King's Oak Academy recognises that school should be a purposeful environment, underpinned by strong relationships built on mutual respect.

6.2 We are committed to the emotional and mental well-being of our staff and students. Our approach ensures that the development of positive social, emotional, and learning behaviour is at the heart of our behaviour policy.

6.3 At King's Oak we embrace a relationship-based approach to learning; we build positive, caring and trusting relationships between students and staff, students with their peers and between school and parents.

6.4 All students can learn to develop habits of positive behaviour to support their learning and that of others.

6.5 All adults in the school are responsible for promoting positive behaviour following the guidelines set out below.

7. Roles and Responsibilities

School leaders, staff, students and parents/carers all have a role to play in promoting and sustaining the highest possible standards of behaviour for learning so that all children feel safe to learn and reach their full potential.

7.1 **The Principal and other School Leaders** are responsible for the implementation of this policy through making sure that all staff understand the behavioural expectations and importance of maintaining them. School leaders should be visible, routinely engaging with students, staff and parents on setting and maintaining the behaviour culture. Leaders must ensure that all staff are appropriately trained and supported to meet their duties under this policy.

7.2 **School staff** have an important role in developing a calm and safe environment, we expect all staff to understand the principles described above, and as such support the development of all students in learning about and taking responsibility for their behaviour. Staff should uphold this policy by demonstrating and teaching the expected behaviour and positive relationships reflecting the principles of Work Hard and Be Kind, enabling students to see good examples and be confident to ask for help when needed. Staff have a responsibility to challenge students to meet the expectations of the Academy.

7.3 **Students** deserve to learn in an environment that is calm, safe and supportive, where they are treated with dignity. We expect all students to exemplify behaviour both inside and outside of the academy that reflects the community principles of Work Hard and Be Kind. Students should contribute to the behaviour policy through their contributions, defining our culture, through student council, CREW, tutor time and lessons. Students have a responsibility to report incidents such as bullying behaviour and have a role in supporting their peers through activities such as peer mentoring. Students have a responsibility to arrive to the academy 'Ready to Learn'.

7.4 **Parents and carers** have a vital role in supporting positive behaviour and success in learning, therefore, we expect our parents and carers to promote positive attitudes towards school and support school decisions around rewards and consequences. To support the school, parents should get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

8. Behaviour expectations: 'Ready to Learn'

The 'Ready to learn' approach is underpinned in the school's values: Work Hard, Be Kind.

8.1 Every student in every class is expected to Work Hard, Be Kind and show they are 'Ready to Learn' by:

a. Being in the **Right Place** at the **Right Time**
b. Wearing their uniform correctly and with pride
c. Valuing their own learning and that of others
d. Showing respect towards themselves, others and our environment
e. Contributing positively to our community

8.2 Staff will ensure that students are 'Ready to Learn' by:

a. Caring personally for the health and wellbeing of our students.
b. Being consistent in their expectations of students and communicating these clearly using the 'modes of learning' (Eyes on me, Discussion, Individual learning, Exam conditions).
c. Dealing with off-task and unacceptable behaviour in an emotionally literate way and following the school policy.
d. Planning lessons which aim to meet the needs of students.
e. Modelling and promoting appropriate behaviour at all times.
f. Building positive relationships with students.
g. Celebrating success with our students.
h. Recognising and learning from our mistakes.

8.3 Parent/carers will ensure that students are 'Ready to Learn' by:

a. Ensuring that students are physically ready through a good nights' sleep and eating breakfast
b. Supporting students in having the correct uniform and equipment for school
c. Supporting students to attend school on time every day unless they are seriously unwell, ensuring that they are collected at the end of the day on time or have suitable, safe arrangements to get home.
d. Communicate any concerns or important information to the school

9. Responding to behaviour: rewards

A range of age-appropriate rewards are used to recognise our students for the positive contribution they make to the school in lessons and in our community, and to encourage children's positive behaviour, throughout the academy.

All Through Rewards

9.1 King's Oak Academy recognises that praise and reward are powerful motivational tools. Staff regularly recognise, praise and encourage appropriate behaviour. Rewards to encourage positive behaviour include:

a. 'Star of the week' awards
b. Tutor / Class Points
c. Individual achievement points / Gems to identify specific learning behaviours
d. Lunch time awards
e. Recognition stickers and certificates to highlight and support community prompting for discussion about successful learning
f. Verbal recognition, praise and encouragement
g. Praise phone calls / postcards home

9.2 Exceptional work or behaviour is recognised through students receiving a Head of School Award; these are celebrated either within their class group or in year group assemblies.

9.3 Class/Tutor Group teachers nominate up to 2 students per week to receive *Star of the Week* certificate in assembly.

9.4 Students have opportunities to earn positions of responsibility within the academy such as on the student council.

9.5 **School Specific Rewards**

In the Lower and Middle School, an emphasis is placed on 'Gem Powers' as a tool for teaching and celebrating appropriate learning behaviours. In the Primary Phase, children will be celebrated by their tutors and class teachers for displaying the 'Gem Power' learning characteristics and each class will work together to earn 'Gem Time'. In the Secondary Phase, tutors and teachers will use the Gem Power language to celebrate and promote specific, positive learning behaviours.

Amethyst Power: The ability to collaborate and cooperate
Diamond Power: The ability to solve problems
Emerald Power: The ability to manage emotions and bounce back
Ruby Power: The ability to be aware of others and be kind
Sapphire Power: The ability to stay focused
Topaz Power: The ability to communicate effectively
Pearl Power: The ability to make links in learning (Middle School only)
Grit Power: The ability to persevere (Middle School only)

In the Middle and Upper Schools, rewards are earned for attendance, behaviour and achievement. These rewards range from tutor-group prizes to rewards trips. Termly celebration events are held in which students are recognised and celebrated for working hard and being kind, for attainment and progress in subjects and for achievement points earned through Bronze, Silver, Gold and Platinum awards.

10. Responding to misbehaviour: Consequences

10.1 We refer to our 'Ready to Learn' and school values (Work Hard, Be Kind) when responding to behaviour and when identifying consequences.

10.2 Whilst we maintain a shared language for our consequence system across the all-through academy, the policy takes into account the age and stage of children, aiming to explicitly teach good learning behaviors and providing appropriate challenge and consequence for behaviours which are unexpected for the learning environment.

10.3 The Stages of Crisis (appendix 1) framework is used in conjunction with the consequences outlined below.
Potential scripts for individual incidents can be seen in appendix 2.

Recognise
Staff will give clear explanations of their expectations in lessons, including **setting the mode of learning.** This mode will be either 'Eyes on me' (listening to another member of the group), Discussion (talking about the work in a pair or small group), Independent Learning (working quietly) or Exam conditions (working in complete silence – Y5-11). To set this mode, staff will give a clear countdown (e.g 3…2…1, Eyes on me)
As part of setting the mode, staff will recognise students who don't appear ready to meet these expectations. This could be done through non-verbal signals such as a finger to the lips, or whole-group corrections e.g. "I'm waiting for 3 more people who aren't yet ready to learn".
Where a teacher recognises an individual in need of support (more commonly in younger children) they may speak to them individually.
Possible Teacher Response:
"X, I can see that you are not quite ready to learn…are you okay? Do you need help?"
"I can see you are feeling…" "I wonder how we can help you to …"

Warning stage	Year R-6 Action	Year 7-11 Action
1) **Remind**	The student receives a 'reminder' (1st warning) for not engaging in learning, distracting themselves or others or defiance. Suggested script: *"X, this is your first warning – you need to show you are listening by not talking."* *"X, this is your first warning – you need to show you are ready to learn by picking up your pen and writing the date and title."*	
2) **Refocus**	The child is told they need to refocus and should calm down or work (supervised) in a different location within the classroom/learning environment. Suggested script: *"X , I gave you a first warning for…. This is now your second warning as …. You now need to take time to refocus. This means you need to move to (new location)."*	The teacher will decide whether the student should refocus within the classroom, or stand outside for a refocusing conversation before welcoming the student back into the classroom. The teacher may ask the student to continue learning in a different seat to avoid futher distraction. Suggested script:

<table>
<tr><td></td><td></td><td>"X, I gave you a first warning for…. This is now your second warning as …. You therefore need to refocus outside the classroom door. I will come and talk with you in xx mins to help you refocus so that you can continue your learning with our class."</td></tr>
<tr><td>3) Reflection</td><td>Lose time to reflect:
The child will lose minutes of playtime to 'reflect'. The class teacher will record this on Bromcom.
In Lower School, playtime lost to reflect is limited to 5 minutes; in Middle School, children must have the opportunity to have at least 5 minutes of their playtime.
Suggested script:
"X, after your time to refocus, you have continued to … As a result, you will stay in for playtime for 5 minutes to reflect on your behaviour."

Move and Reflect Later:
Depending on the behaviour shown, the child may be removed from the classroom to spend time in another learning environment. The class teacher will record this on Bromcom. The child will spend time in 'reflection' during the following social time with their class teacher or with another member of staff. The class teacher will speak with the student to Rebuild the learning relationship.
Suggested scripts:
"X, after your time to refocus, you have continued to ... As a result, you will go to … to continue your learning / speak to the teacher about your behaviour."

Note:</td><td>Remove and Reflect:
The student will be told to leave the classroom and spend time in the Middle or Upper School (age dependent) Reflection Room.
The student will work in Reflection until 10-20 minutes into the next social time:
<table><tr><th>Time sent to reflection</th><th>Time out of reflection</th></tr><tr><td>Period 1/2</td><td>11:00</td></tr><tr><td>Period 3/4</td><td>13:25</td></tr><tr><td>Period 5/Tutor</td><td>15:30</td></tr></table>
In Reflection, the student will be given literacy / numeracy work to complete (unless sent with work by their class teacher).
The class teacher is encouraged to speak with the student to Rebuild the learning relationship at the upcoming breaktime.

Suggested scripts:
"X, You have continued to .... This is now your third warning so you will now go to Reflection to continue your learning and reflect on your behaviour"

The parent/carer will receive an electronic notification to inform them that their child has been sent to Reflection & the student's class teacher will call home within 48 hours.

Note:</td></tr>
</table>

	If a child is removed from the classroom to spend time in another learning environment, the parent/carer will be contacted by the class teacher. This contact will be logged on Bromcom.	If a student is asked to learn in Reflection twice in one day, they will remain Reflection for the remainder of the day and required to complete an afterschool detention until 4pm. The parent/carer will receive a phone call to inform them of this consequence and the student's Head of Year will call home within 24hours to discuss their behaviour. This contact will be logged on Bromcom.
Internal Suspension (Rebuild) Following significant incidents (e.g. rudeness towards staff, refusal to attend reflection) that did not result in an external suspension, the student will be removed from the classroom and spend time 'rebuilding' their behaviours and learning with an academy leader (e.g. Head of Subject, Head of Year, Senior Leadership Team). The parent/carer will receive a phone call to inform them of this consequence and asked to attend either a phone call or face-to-face meeting with the Head of Subject or Head of Year.		
External Suspension Following serious incidents (e.g. fighting / vaping / structural vandalism / discriminatory language) an external suspension can be issued. Our Exclusions Policy provides further details on the rationale and procedures supporting suspensions.		

10.4 Consequences (with the exception of suspensions) are renewed each day with every day being a new day and a new start.

10.5 If a student refuses to accept a second warning (2 - 'Refocus'), the teacher can exercise the right to continue educating the class in their own or another learning space, whilst assistance is called to support behaviour of student(s) through the use of a 'duty team support request'.

10.6 At the point in which a student's behaviour requires support because they are refusing to leave the classroom, they may be entering or already in the stages and levels of crisis as referred to below. In this circumstance, it may be necessary to remove the student from the learning environment; senior leadership will be required to authorise this decision and Team Teach strategies will be used (see section 11).

10.7 If misbehaviour continues or members of staff consider the behaviour(s) to be very serious, a member of the Leadership team (Principal, Vice-Principal, Head of School or Head of Year) becomes involved. This might result in:

a. A parent meeting
b. Daily behaviour report e.g. 'Head of School / Head of Year / Tutor report'
c. Pastoral Support Plan
d. In-class behaviour chart and plan
e. Fixed-term Suspensions
f. Permanent exclusions

10.8 Continual challenging behaviour is recorded and monitored using 'Bromcom', which allows staff to develop insight into patterns of behaviour and identify how to better manage and support students.

10.9 Additional strategies are in place to manage persistent or serious misbehaviour. These are outlined in appendix 4.

10.10 Details on suspensions and permanent exclusions can be found in appendix 5.

11. Restraint/Positive handling 'Team Teach'

11.1 The safety of all students is paramount at all times.

11.2 There are times during the school day when it is entirely appropriate for adults to use physical contact with students, for example, when demonstrating teaching in P.E, supporting learning or administering first aid.

11.3 However, if a student endangers the safety of themselves, others or damages the school environment another member of staff must be called for support.

11.4 If a student is angry or aggressive, we always help them to calm (de-escalate or distract) and then resolve problems.

11.5 If there remains a risk to others or themselves, staff may in accordance with training and guidelines (Team Teach), positively handle a student.

11.6 In addition, should the actions of a student be prejudicial to the education of others, positive handling (Team Teach) strategies will be considered and employed where deemed appropriate.

11.7 Any Team Teach interventions which are used will be recorded in the 'Numbered and Bound Book' and parents will be informed on the same day.

12. Lesson Punctuality and Truancy (Middle and Upper School)

12.1 We expect students to be in the **Right Place at the Right Time.** If a student does not arrive at a lesson our first priority is to ensure that they are safe. Once their safety has been established, if the lesson is within 10 minutes of starting, the student will be returned to their lesson. The student will be marked late and logged as a '2nd warning returned to learning'.

12.2 If the student is found to have truanted beyond the first 10 minutes of the lesson, they will continue their studies in Reflection (refer to section 9 for Reflection durations).

12.3 Students who are persistently late to lessons will be sanctioned by their Head of Year to ensure that they make up the learning time they have missed.

Timings of the school day:

	School Day Starts	School Day Ends
Lower School **Reception – Year 4**	**Gates open: 08:20am** **Classrooms open: 08:25am** **Gates close: 08:30am**	**Gates Open: 15:00**
Middle School **Year 5 – Year 8**	**Gates Open: 08:25am** **Year 5/6 Classrooms Open: 08:30am** **Year 7/8 Classrooms Open: 08:35am** **Gates Close: 08:35am**	**Gates Open: 15:10**
Upper School **Year 9 – Year 11**	**Gates Open: 08:25am** **Classrooms Open: 08:35am** **Gates Close: 08:35am**	**Gates Open: 15:10**

Reception to Year 4	
Session 1	08:30 – 10:10
Morning Break	10:10 - 10:30
Assembly	10:30 – 10:50
Session 2	10:50 – 12:00
Lunch	12:00 – 12:45
Registration	12:45 – 12:50
Session 3	12:50 – 14:45
End of Day Reading/Story	14:45 – 15:00

Year 3 – Year 4	
Session 1	08:30 – 10:10
Assembly	10:10 - 10:30
Morning Break	10:30 – 10:50
Session 2	10:50 – 12:30
Lunch	12:30 – 13:15
Registration	13:15 – 13:20
Session 3	13:20 – 14:45
End of Day - Reading/Story	14:45 – 15:00

Year 5 to Year 6	
Early Morning Work	08:30 – 09:00
AM Session 1	08:50 – 10:20
Break	10:20 – 10:40
AM Session 2	10:40 – 12:15
Lunch	12:15 - 13:00
PM Session	13:00 – 15:10

Year 7-11	
Tutor	08:40 - 08:50
Period 1	08:50 - 09:50
Period 2	09:50 - 10:50
Break	10:50 - 11:10
Period 3	11:10 - 12:10
Period 4	12:10 - 13:10
Lunch	13:10 - 13:45
Period 5	13:45 - 14:45
Tutor	14:45 - 15:10

13. Uniform infringement

13.1 As stated in our uniform policy, we take a mindful and considerate approach to resolving situations where a student is not compliant with our school uniform. As a first step, we will contact parents or carers to try to resolve the situation. If financial hardship is a factor in non-compliance, we will try to support where possible to ensure that items of uniform can be provided. In cases where there is a short-term uniform issue, students will be provided either with a temporary replacement item, or a note to explain the situation. Where uniform non-compliance is a result of wilful disregard of the policy, the student may need to be educated separately from their peers for a period of time whilst uniform is rectified.

14. Classroom & Community Language

14.1 How we communicate with each other reinforces our positive learning culture. Following our core values of "Work Hard, Be Kind" we expect our students and staff to speak to each other politely and finish our conversations.

14.2 Swearing is unacceptable in and around the academy and will always be challenged by staff. Sanctions will depend on the nature and context of the swearing and the age of the children involved. In Years 7-11, swearing in social time will result in a conversation with the staff member overhearing this, swearing in lessons will result in the student being sent to reflection, swearing at a member of staff will result in a minimum 0.5 days fixed-term suspension. In Years R-6 there is no fixed sanction for swearing and each case will be considered separately to determine where the child has encountered bad language and how best to support them not to repeat the language.

14.3 Unacceptable, discriminatory language, whether it is sexist, homophobic, racist, swearing or of a bullying nature will always be challenged by staff at King's Oak Academy. It is not acceptable for students to excuse the discriminatory language as "banter". Any incidents of inappropriate language will be logged on Bromcom.

14.4 Derogatory or offensive language is taken very seriously and will result in:

a. Lower School:

First Incident: Educational conversation with student and parent to explain why the language/phrase used was inappropriate.

Second incident: 0.5 day fixed-term suspension and parent meeting

b. Middle and Upper School

0.5 day fixed-term suspension and parent/student meeting focused on educating the student why discriminatory language is not acceptable.

15. Students' conduct and behaviour outside academy premises

15.1 When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced. Any misbehaviour which occurs outside of the academy premises and which is brought to the attention of the academy will be addressed with children and parents/carers and will result in a sanction in school.

15.2 Students should be particularly mindful of the following:

a. Smoking/vaping– smoking and vaping are not permitted on the way to or from the academy or at any time when identifiable as a King's Oak Academy community member.
b. Local residents - students should be kind and courteous to members of the local community;
c. Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.
d. Use of loud and bad language is unacceptable at any time.

16. Mobile phones

In line with government guidance on mobile phones in schools, King's Oak Academy operates a clear, consistent and restrictive approach to mobile phone use in order to support student wellbeing, safeguard pupils, and maintain a calm, focused learning environment. Parents and carers are asked to support this policy by reinforcing expectations with students and limiting the need for mobile phones to be brought into school. In the event of an emergency, parents should contact the school directly.

16.1 Students are not permitted to use or have visible access to mobile phones or portable music devices (including headphones, AirPods, smart watches with communication functions, or similar devices) at any point while on the King's Oak Academy site. This includes before school, during the school day, at social times and while moving between lessons.

16.2 Children who attend the Lower School (Reception – Year 4) are not permitted to bring devices to school. Children in the Middle and Upper School must switch off their devices and keep them out of sight in their bags at all times. Year 5 and 6 children will hand devices to their teacher at the beginning of the day if brought to school. The Academy does not accept responsibility for the loss, theft or damage of mobile phones or personal devices brought onto site.

16.3 If a student is seen in possession of, using, or accessing a mobile phone or headphones by a member of staff at any time, the device will be confiscated as a prohibited item and securely stored in Middle or Upper School Reception. Refusal to hand over the item when requested will result in the student attending Reflection until the device is handed over to staff or parents are able to attend to support. Continued refusal to hand in prohibited items may result in an external fixed term suspension.

16.4 At the end of the school day, a parent or carer will need to collect confiscated items from Reception.

16.5 Repeated incidents of unacceptable mobile phone use will result in the student being required to sign a mobile phone contract and hand their phone in to Middle or Upper School Reception at the start of each school day for an agreed period of time, as part of a graduated response to ensure consistency and compliance.

16.6 This policy supports the Academy's safeguarding responsibilities. Mobile phones must not be used to take photographs, record audio or video, or access social media on site, as this can compromise the safety, privacy and dignity of others.

16.7 Exceptions will only be made in extreme circumstances (for example, where a student has an agreed medical or safeguarding need) and must be authorised in advance by the Academy and documented appropriately.

17. Prohibited Items and Confiscation

17.1 Any member of staff has the authority to confiscate, retain or dispose of a student's property to keep students safe and/or to uphold academy expectations and are protected from liability for damage to, or loss of, any confiscated items. A refusal to cooperate will result in a higher-level sanction.

17.2 The aim of the confiscation of a student's property is to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. The criteria for confiscation may include:

a. An item that poses a threat to others, e.g. a laser pen.
b. An item that poses a threat to good order for learning, e.g. use of a personal music player, mobile phone, headphones
c. An item that is against academy uniform rules, e.g. student refuses to take off his/her hoodie on entry to the academy.
d. An item that poses a health or safety threat, e.g. students wearing large earrings.
e. An item which is counter to the ethos of the academy, e.g. racist or pornographic material.

17.3 If an item is confiscated, the property should be taken to the Lower, Middle or Upper School Reception as appropriate, as soon as possible; the item will then be labelled and stored securely until the end of the day where a parent will be required to collect it.

Searching, Screening and Confiscation of Electronic Devices

17.4 Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property.

17.5 Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable, including pornographic images of students, without deleting them.

17.6 There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

17.7 All staff are aware that behaviours linked to sexting put a student in danger and our approach to dealing with sexting can be found in our Safeguarding and Student Protection policy.

Powers to search

17.8 In order to ensure that all students and staff are safe, nominated members of staff have the power to search a student's property without consent if they suspect that prohibited items have been brought onto the academy premises. Prohibited items include knives, weapons, illegal drugs, fireworks and alcohol.

17.9 The power to search will also apply if staff have reason to suspect that a student has an item which could be used to commit an offence and cause personal injury to students. If there is evidence pointing to a student having stolen property in their belongings, these will also be searched.

17.10 If it is suspected that a student has brought **banned** items into the school, such as **cigarettes, tobacco, lighters, E-Cigarette Pens and matches**, under the School's Common Laws, staff are able to search them and their belongings, with their consent.

17.11 Only nominated staff are able to search a student's belongings and the need to do this will be avoided at all costs by discussing with the student their responsibility to hand over items suspected to be on their person or in their bag on a voluntary basis. If the student refuses to be searched, the academy will apply an appropriate consequence.

17.12 We are not required to inform parents before a search takes place or to seek their consent to search their student. There is no need for a written agreement for nominated members of staff to search a student.

17.13 In exceptional circumstances where there is concern about the health and safety of students and staff, nominated staff will conduct a search of student's pockets without consent, although this measure will be avoided at all costs and the involvement of the Police will be considered where safety concerns are paramount.

17.14 School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. All illegal or dangerous prohibited items will be handed over to the Police.

18. Resolving conflict and preventing bullying

18.1 At King's Oak Academy we teach students to resolve conflicts in a calm and respectful way. We train students to help 'resolve disagreements' and hold restorative conversations with adults and students. We believe it is important to promote mutual respect and eliminate 'hit-back' reactions which often cause further problems.

18.2 Teachers at King's Oak Academy will model the calm resolution of conflict through our interactions with students. We do not allow students to 'opt out' of conversations around misbehaviour. If a student fails to follow an instruction, teachers will use the verbal cue "I am giving you a reasonable request, are you choosing not to follow that request?" If a student refuses to engage with the adult at this stage, they will be sent to reflection.

18.3 The support of parents in achieving our aims around conflict resolution is crucial. We encourage students and parents to have a positive view of school and all members of our school community.

Anti-Bullying / Child-on-Child Abuse

18.4 Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online (Anti-Bullying Alliance).

18.5 Our school's policy for the prevention of bullying is based upon four views:

a. Bullying has no place in our school. We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.'

b. When bullying happens, it is always right to tell. We ensure that victims will never be given the impression that they are creating a problem by reporting bullying, abuse or sexual violence/harassment

c. We will not ignore bullying or child on child abuse and swift action will be taken by all staff to support the victim and then supporting the perpetrator towards improved behaviour.
d. We will use preventive anti-bullying behaviour strategies to avoid bullying happening in the first instance.

18.6 Preventive anti-bullying behaviour strategies:

a. Ensure that the supervision of students in our care is effective.
b. All staff to encourage positive play and social interactions during break times.
c. Incorporate a mindful approach (Jigsaw) to PSHE through personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.
d. Tackle bullying openly through direct teaching.
e. Provide and develop, through the delivery of the curriculum, students' understanding of diversity. This may include visits, visitors and media.
f. Celebrate diversity within classroom environment and assemblies.
g. Staff refer to the school values and zones of regulation to support positive and constructive language.
h. Adults to role-model challenge and negotiation in the classroom.
i. Provide a safe environment that allows students to share concerns and worries with students and adults at an early stage.
j. Educate students about the impact bullying has on others through the 'Bullying Intervention Group' (BIG)
k. Undertake student conferencing to support review of student voice in school.
l. Record any incidents which may be viewed as bullying on CPOMS.

18.7 Bullying Response Strategies:

a. All staff adhere to this behaviour policy, with particular reference to sanctions.
b. Tell everyone involved in our school about our attitudes to bullying and our procedures for dealing with it.
c. Deal with any incident of bullying by talking to everyone involved keeping written records on CPOMS and informing parents.
d. Parents/carers of the aggressor and victim will be kept involved in incidents and outcomes and will be communicated with.

19. Behaviour expectations for students with SEND

19.1 The Academy will always take into account Special Educational Needs and/or Disability and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy. The aim of this policy is to create calm, safe and supportive spaces which will benefit students with SEND.

19.2 Some behaviours are more likely to be associated with particular types of SEND such as students with speech, language and communication needs not understanding a verbal instruction. Behaviour and sanctions will also be considered in relation to any SEND needs, although it is not assumed that all misbehaviour is connected to a student's SEND need.

19.3 By knowing their students well, staff should anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific needs of the student.

19.4 We are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a student's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of students with a statement of SEND or Education Health-Care Plans (EHCP), the academy will always consider requesting an early annual review or interim/emergency review.

20. Communicating the Behaviour and Exclusions Policy

20.1 The Principal will be responsible for ensuring that this policy is implemented and for reporting to the Trust on its impact. The full written policy will be available on the school's website. Students and parents/carers who are new to the academy will be made aware of the policy prior to admission.

20.2 If a student or parent/carer feels that the measures or sanctions applied in the Attitudes for Learning and Exclusions policy are unfair or have been unfairly applied, then they can lodge a complaint through the academy's Concerns and Complaints procedure also available to download from the websites.

20.3 Parents/carers and students are expected to read and sign the home school agreement which will be sent to all parents when their student commences at the academy.

21. Implementing the Behaviour and Exclusions Policy

21.1 The Principal and staff will ensure that we achieve a consistent approach to behaviour management, teaching and learning.

21.2 The Academy believes that to support students and staff we must have a whole school approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of developing positive learning attitudes and a handbook has been created which supports staff in implementing the policy. All staff will have regular opportunities to share and develop their skills in promoting positive behaviour.

21.3 Parental communication

Ensuring that parents are part of discussions around rewards and sanctions is extremely important to us. To that end we have devised a system to ensure that parents receive up to date information about their student's behaviour.

In the Primary Phase we hold regular conversations with parents at drop off and pick up times to inform them of how their student is doing in school with regards to work and behaviour in order to celebrate successes and address any concerns proactively.

In the Secondary Phase, parents are able to access Bromcom which overviews their student's attendance, homework completion and positive and negative behaviour logs. If a student is placed into the Reflection Room, families will also be communicated with (see above).

22. Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

23. Monitoring and review:

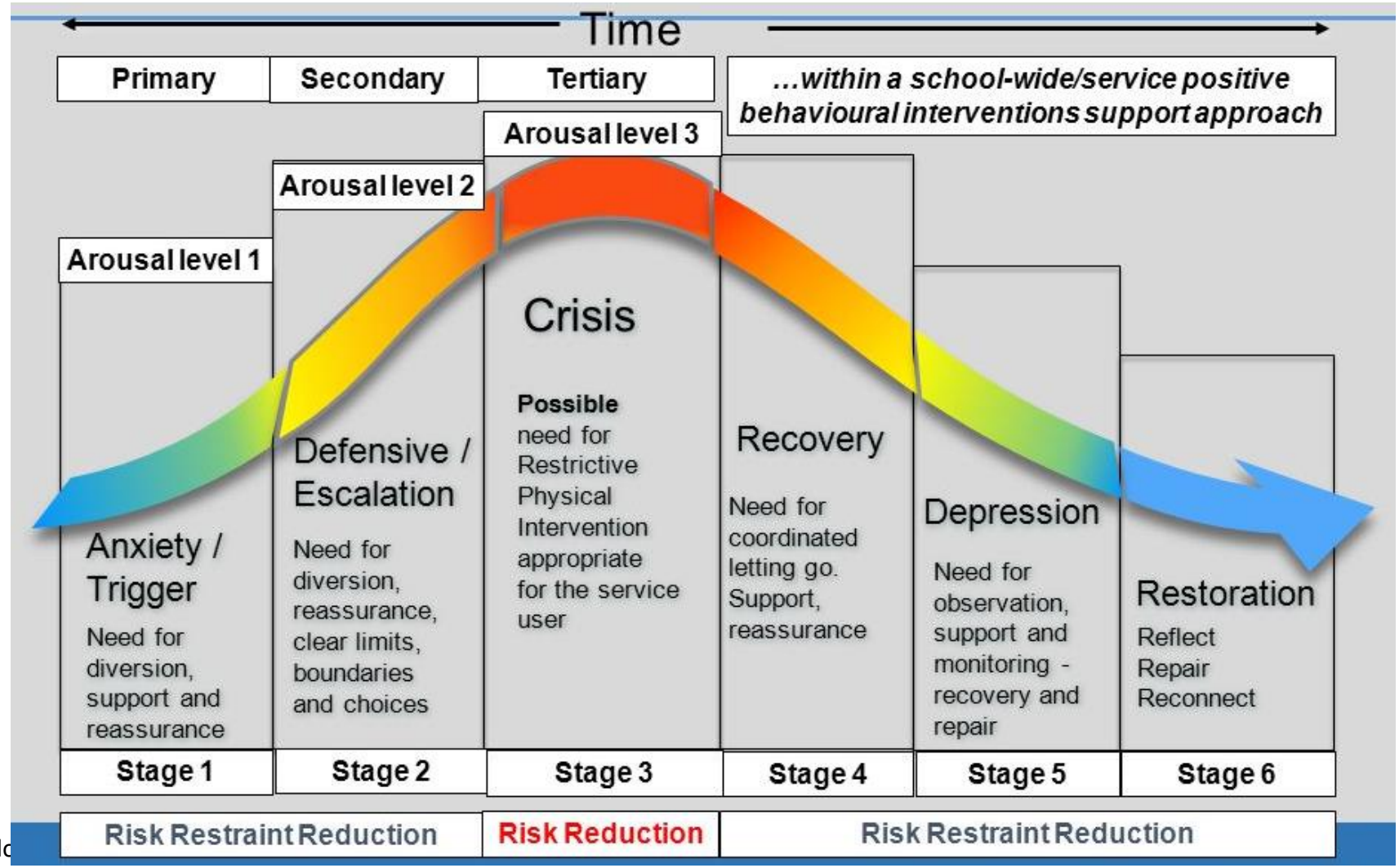
The Academy will evaluate the impact of this policy by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity on:

- Number and range of rewards for good behaviour each term
- Fixed term and permanent exclusions – number of and analysis of behaviour
- Number of detentions and analysis of behaviour
- Instances of bullying and action taken
- Support provided for the victims

Prior to any review of the policy, feedback will be sought from the student body, staff and parents on the effectiveness of the policy.

Appendix 1. Stages and Levels of Crisis

King's Oak recognises that behaviour is a form of communication and different adult-led actions are required to respond to and support behaviours demonstrated by students.



The table belo

Stage	Examples	Response
Stage 1 Anxiety/Trigger	**Low-level behaviour** • Individual shows signs of anxiety • Hands over ears • Hiding face • Rocking or tapping • Withdrawal from group • Refusing to engage • Adapting defensive postures	**Divert, support, validate and reassure** ➢ Read the behaviour and body language ➢ Intervene early to remove sources of frustration (reposition student, briefly taking student out of situation – *walk, have a look at this*) ➢ Explain clearly what is happening and what will happen next (now and next reminders) ➢ Communicate – talk and I will listen ➢ Use appropriate humour / being playful ➢ Divert and distract ➢ Suggested scripts: • *I can see you're feeling / I wonder if you might be feeling…* • *How about we….* • *Have you seen..?* • *When I feel …, I like to … (talking alongside)*
Stage 2 Escalation	**Medium-level behaviour** • Displays high tension • Making noises and moving around • Belligerent and abusive • Talking louder, higher, quicker • Aggressive posture, including handling of potential weapons (pencils) • Low level destruction • Challenges *("I will not, you cannot make me")*	**Divert, support, validate and reassure, clear limits, boundaries and choices** ➢ As above responses ➢ State desired behaviours clearly ➢ Set clear and forceable limits ➢ Offer alternatives and options ➢ Offer clear choices ➢ Offer a get out with dignity ➢ Consider making the environment safer alerting potential need for help ("We need support") ➢ Remove the audience ➢ Guide the elbows towards safety. ➢ Suggested scripts: • *I … We… You…. school values* • *We can see/understand you feel…* • *Shall we explore this …* • *Let's resolve this issue by talking.* • *It is not safe to….* • *I am reminding you of what you have been asked to do you need to follow the adult instruction. It is not okay to ….* • *We will expect you to complete the missed learning task and this can happen in your playtime, either this morning, lunchtime or tomorrow.*

		• *Well done for choosing to return to your learning.*
Stage 3 Crisis 'Red Zone' (Zones of Regulation)	**High-level behaviour** • Shouting and screaming • Crying • Damaging property • Headbanging against people or surfaces • Slapping or punching self • Hurting others (headbutting, pinching, biting, kicking) • Damaging property • Moving towards danger • Climbing trees, roofs or out of windows	**Restrictive Physical Intervention** ➢ Make the environment safer ➢ Move furniture and remove weapons objects ➢ Guide assertively – hold or restrain if absolutely necessary [Refer to Section 10.5]. Ensure face, voice and posture are supportive not aggressive ➢ Use Help protocol to save face by changing face "More help required" ➢ Supportive adults offer "More help available?" Supportive adults may not necessary take over but support through task (e.g. get additional trained adult, collect water bottle) ➢ Suggested scripts: • *I can see you are angry…* • *I would be angry too if…* • *I can see/hear that...* • *It must be really difficult when...* • *I am wondering if...* • *Thank you for telling me that...* • *I see you are finding it really hard because...* • *I know you are angry/scared/worried but I am listening to you.*
Stage 4 Recovery	**The recovery stage** • Could be confused with anxiety stage • May sit in hunched position • In an enclosed space • Can revert to crisis without build up	**Co-ordinated letting go, diversion, support and reassurance** ➢ Support and monitor ➢ This may not be a good time to touch, as touch at this stage can provoke a revision to crisis ➢ Give space and time ➢ Insulation from sources of frustration (e.g. triggers, noise, crowds, people watching) ➢ Look for signs that the person is ready to communicate. ➢ Suggested scripts: • *"We are going to give you space"* • *"Let us move to..."* • *"We can play this..." (non-related to incident game/puzzle)*
Stage 5 Depression	**The depression stage** • After the incident, people can become depressed. They may not want to interact but still need support and reassurance.	**Observation, support and monitoring- recovery and repair** ➢ Reassure ➢ Personalised response to previous trauma and trauma informed response. ➢ Low threat, low challenge opportunities ➢ Suggested scripts:

		• *"Shall we go and..." (preferred activity of interest, visit an adult)* • *"You can join me to do a job I need to do…"*
Stage 6 Restoration	**The restoration stage** • Post-incident support • This must take place when the child is fully regulated and may, therefore, be later in the day or the following day	**Review, Reflect, Repair, Reconnect** ➢ Support, reassure and monitor ➢ Respond to any signs that the person wants to communicate ➢ Show concern and care but do not attempt to resolve residential disciplinary issues at this stage ➢ Apply TELL Suggested scripts: • Time: listening for time and choosing the right time - *"We have time.." We are going to talk about how you feel and what happened..."* • Environment: Comfortable, neutral with no disturbance. Remove artificial barriers sitting alongside. *"Let us sit in this room / space...", "How do you feel now?"* • Listen: "Listening with your eyes"; understanding their point of view; non-judgmental *"I understand what you are saying", "Tell me more.."* • Listen: Share other perspectives; how we can work together; "*Do you have ideas of how we could we avoid a repeat of this incident/behaviour?"; "There are strategies we can use when we feel..."*

Appendix 2: Teacher scripts for lesson-based behaviours.

Most student behaviour scenarios should be managed effectively by the classroom teacher.

Scenario: Not engaging in own learning	Script (teacher decision)
Rocking on chairs	(Name), it is important that we are focusing on the task (remind of task), this is your first warning --- *I understand / I wonder if you might be feeling (insert emotion here),* but it is important that we are focusing on the task (remind of task), *this is your second warning*
Drawing on whiteboards	
Not trying to listen	
Fiddling to distract	
Refusing to attempt task despite offer of help	
Not following clearly instructed mode of learning after reasonable adjustment time to follow provided	
Scenario: Distracting others' learning	**Script** (teacher decision)
Patting/Tapping to get attention	(Name), it is important that we are ready to learn and allow others to learn, you now need to (remind of task), this is your first warning --- (Name), I understand / I wonder if you might be feeling (insert emotion here), but it is important that we are ready to learn and allow others to learn, you now need to (remind of task), this is your second warning
Talking when they shouldn't be	
Shouting/calling out	
Talking over others to distract	
Fidgeting / poking (including gatherings or assemblies)	
Making distracting noises	
Not following agreed noise levels as instructed	
Scenario: Defiance	**Script** (teacher decision)
Misuse of, or not looking after equipment e.g. carelessly braking without intent, not using for intended/instructed purpose	(Name), in this classroom we ("treat our resources with respect", "line up, single file, in a straight line, in silence", "we work hard and always try our best", "treat each other with respect", "follow the teacher's instructions", "are safe and sensible"), please do so now. This is your first warning --- (Name), I understand / I wonder if you might be feeling (insert emotion here), but in this classroom we ("treat our resources with respect", "line up, single file, in a straight line, in silence", "we work hard and always try our best", "treat each other with respect", "follow the teacher's instructions", "are safe and sensible"), please do so now. This is your second warning
Not lining up 'properly'	
Eye rolling/flippancy	
Refusing partner/group work/join in	
Disrespectful behaviour e.g. rolling eyes/tutting/ body language	
Out of seat without permission	
Not following direct instructions (after name used)	
Disregard for others e.g. laughing at	

In rare cases, a student behaviour scenario might result in an immediate removal to the reflection room and require HoY/SLT follow up.

Scenario (Instant removal from learning)	Script (teacher decision)
Swearing/Disrespectful/aggressive	(Name), that behaviour is not appropriate, especially at KOA. You need to leave this learning environment and go to the reflection room now. --- If student protests - --- Look, maybe you didn't mean to do what you did, but this is what happened, (insert), and this is the impact it had, (insert). I have asked you to leave, and this needs to happen now. We can discuss this later.
Bullying	
Defacing/deliberate damage to school property	
Spitting	
Dangerous Behaviour: e.g. throwing objects, play fighting, refusing to make safe choices, climbing, physical aggression, deliberating hurting themselves	
Racism/Discriminatory/Derogatory language	
Leaving the classroom without permission/ not returning within the agreed timeframe (without valid excuse).	
Being out of lessons and unable to present a (teacher pass)	

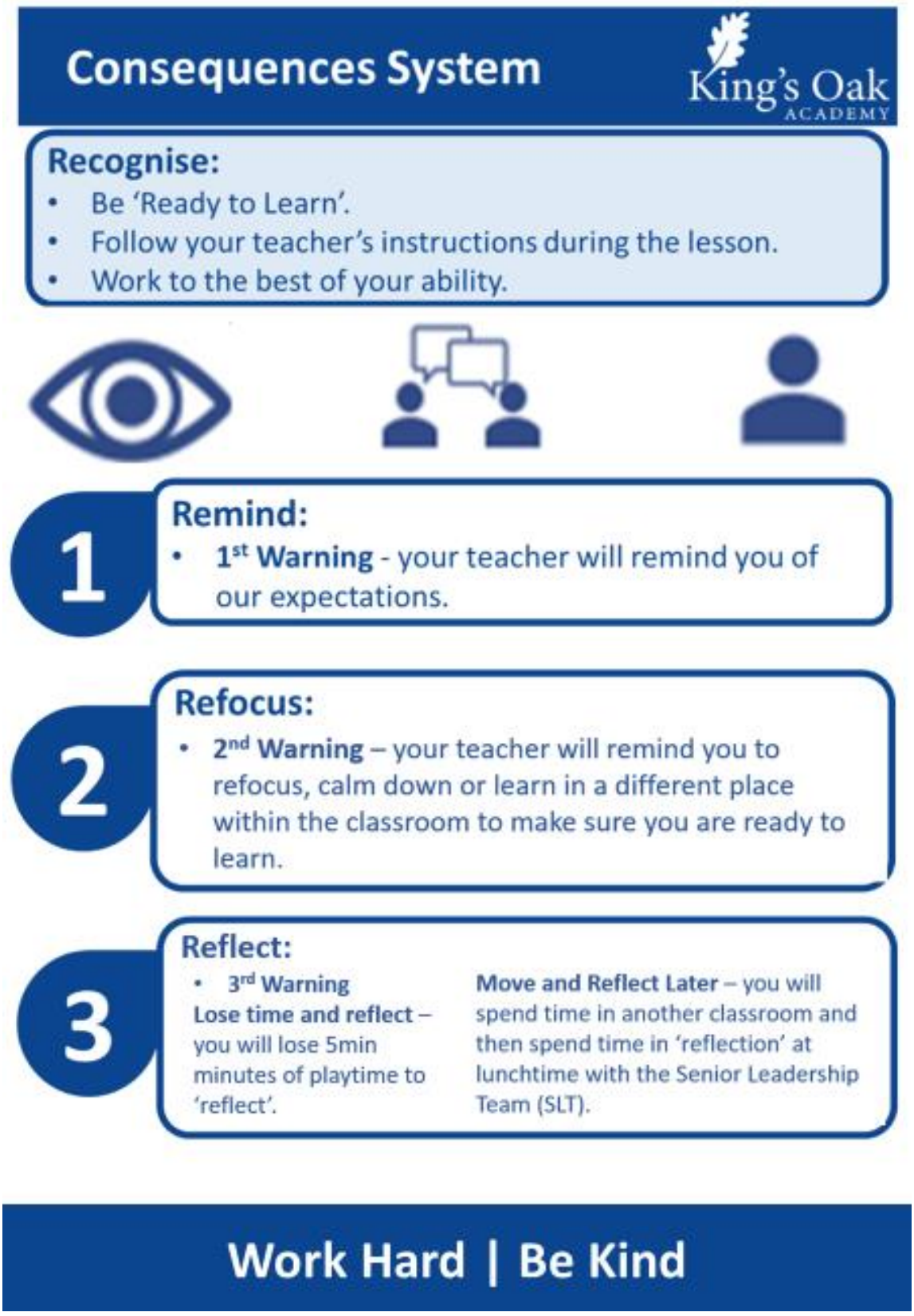
In rare cases, a student behaviour scenario might result in an immediate removal to the reflection room and require HoY/SLT follow up.

Once a student has left the learning environment following from an immediate removal, depending on the situation, the classroom teacher may then like to address the class:

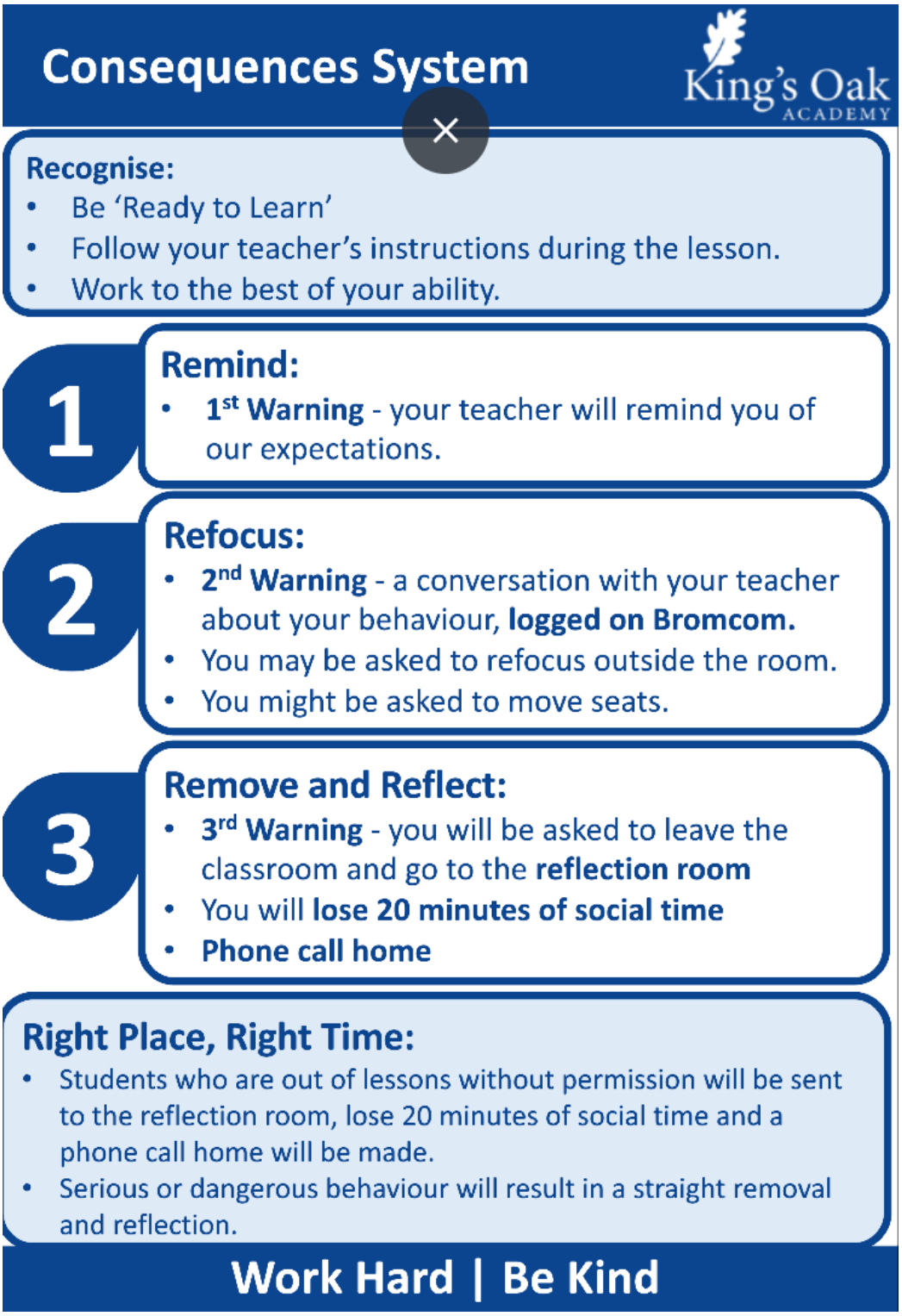
"I don't want to lose too much learning time, but what just happened is serious, and I want to address this. In this classroom with respect each other. In this classroom we treat each other with dignity. We just saw there an example of where that did not happen, and I never want to see that again. I don't wish to discuss this any further now because, quite frankly, I'm so disappointed that it did happen. Now, let's move on."

Appendix 3: Classroom posters

Classroom Poster (YR-6)



Classroom Poster (Y7-11)



'Modes of Learning' Classroom expectations poster:

Modes of Learning

King's Oak ACADEMY

Eyes on me



- Keep eyes on the speaker
- Listen carefully to learn and understand
- No talking

Discussion



- Listen actively and use **full responses**
- Positively engage in questioning and discussion
- Focus only on the specific topic of discussion

Individual Learning



- Quiet and focussed environment
- Concentrating on your own work
- Hands up for teacher support

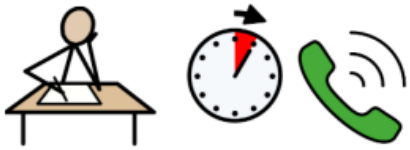
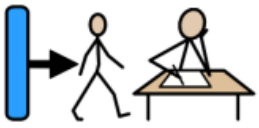
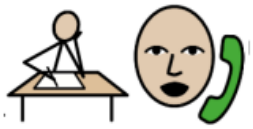
Exam conditions



- Working in silence
- No distractions
- No turning around – eyes only on your own work

Work Hard | Be Kind

Lower school behaviour summary:

	If you are	We will help you to be successful by.....
Stage 1 Support	Not focusing on learning Distracting others Shouting/calling out	**Reminder**  Verbal warning and reminder
Stage 2 support	Continuing to not focus on learning. Continuing to distract others. Continuing Shouting/calling out.	**Refocus**  Verbal conversation. Learn in a different place in the classroom.
Stage 3 support	Continuing to be disruptive. Disrespectful language out loud or to others. Leaving the classroom without permission.	**Reflect.**  Learn in a different classroom and lose 5 minutes at playtime. Phone call home.
Stage 4 support	Not being honest and accepting responsibility. Hurting others purposefully.	**Move and reflect later**  Learn in a different classroom and loss of social time with SLT.
Stage 5 support	Significant, unsafe behaviour e.g. damaging property. Serious Child on Child harmful incidents. Violence to adults e.g. biting. Racism.	**0.5 internal isolation**  Out of class learning with a member of SLT.

Appendix 4: Additional Behaviour Support Strategies

Community Service

Community Service could typically be given for misdemeanours with littering, damage to school property. These community service tasks may include cleaning, litter-collecting, cleaning desks or room-tidying.

Offsite Direction

The "Exclusion from maintained schools, academies and pupil referral units in England (DfE, January 2018)" explains that schools have the power to direct a student off-site for education to improve their behaviour.

As part of the Cabot Learning Federation **alternatives to suspension and exclusion approach,** we can when required place students into other schools or alternative education providers in response to either one-off serious incidents of behaviour or in response to persistent failure to follow the academy's rules with the intention for the student to be able to improve their future behaviour. An off-site direction is not used as a sanction and will only be used where King's Oak's interventions and/or outreach work have been unsuccessful or are deemed inappropriate.

Offsite Directions can be full time or part time placements and are offered to students and parents/carers where the students conduct at King's Oak Academy places them at risk of exclusion (fixed term or permanent) as a way of avoiding these situations, they do not require parental / student consent. The Offsite Direction duration is not fixed, but will be not be longer than is necessary to support the aim of the placement. Typically placements range from one week to 12 weeks and the progress of the student is reviewed regularly throughout the period of the Offsite Direction.

Whilst the aim is for the Offsite Direction placement to be arranged with support of the family and/or student, placements do not require parental/pupil consent. If a parent refuses to send their child to the school or Alternative Provision, the 'receiving' school will have the main enforcement powers regarding the student's attendance. Parents (and the LA if the student has an EHCP) will be notified in writing and provided with information about the placement as soon as practical after the direction has been made and no later than two school days before the start of the placement.

Engage and the Nest

'Engage' (Secondary) and 'The Nest' (Primary) are off-site provision based in Bristol. They are funded and accessed by academies within the CLF. The provision provides opportunities for students who are not engaging in their education at King's Oak Academy to work with trained staff in small groups or 1-1 to re-engage them in their education.

The aim of the placement is to support the student's successful return to King's Oak Academy. As a provision which is an extension of King's Oak Academy we ask for parental support to place a student at The Nest or Engage and always endeavour to work with parents/carers and the student to re-engage them in education.

Appendix 5 – Managing Drug-Related Incidents

This appendix is adapted from the South Gloucestershire Council Sample Schools Drugs Policy.

Rationale As part of its duty of care, schools share responsibility with parents and the community in educating pupils about drug use. Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practicing decision making skills. Drug education is a component of drug prevention, which aims to minimise the number of young people engaged in harmful drug use, delay the onset of first use, reduce harm and enable those that have concerns about drug use to seek help.

Guiding principles

- The possession, use and supply of illegal and other unauthorised substances within school boundaries is unacceptable and the school is clear around its legal position to manage and respond to incidents.
- The school has responsibility for the health and safety of the school community and in meeting the pastoral needs of all students.
- Students affected by their own or other's substance use will have access to support through the school and other local services.
- Substance use can be a symptom of other problems, and the school will refer students to other services when needed.

Incidents

A drug related incident may include any of the following**:**

- Finding drugs, or related paraphernalia on school premises
- Possession of drugs by an individual on school premises
- Use of drugs by an individual on school premises
- Supply of drugs on school premises
- Individuals disclosing information about their drug use
- Rumours of drug possession supply or drug use.
- Reports of drug possession supply or drug use

Substances

- Alcohol: Anyone entering the school who is under the influence of alcohol will be asked to leave. Where this is a pupil, we will ensure that they are accompanied by an adult. Any alcohol found in possession of a pupil will be poured away.
- Tobacco: As a no smoking site we do not permit the possession of any smoking materials including matches & lighters. Any materials found to be in school will be confiscated.
- Illegal drugs: No illegal substances or paraphernalia are permitted on the school site. Any materials found to be in school will be confiscated or safely disposed of.
- Other substances including psychoactive substances and e-cigs/vapes are not permitted on site. Pupils are not permitted to be in unsupervised possession of solvents or volatile substances. Where there is uncertainty about the legal status of a substance it will be treated as a controlled substance.

Responses and sanctions

- Incidents involving substances will be assessed individually to identify the risks to all students and to best meet their needs; the level of response will take account of the seriousness of the incident.
- Appropriate support will be offered to students identified as being at risk of harm and in **serious cases** exclusion will be considered in line with DfE guidance.
- Wherever appropriate, the school will inform the parents of individual pupils where alcohol, illegal drugs or potentially harmful substances are found.
- Where there are concerns around a pupil possessing an illegal or unknown substance staff may be required to complete a search and to confiscate any substances found. The school will adhere to government guidance found in *Screening, searching and confiscation: advice for head teachers, staff and governing bodies.*

Support

- Support is available to the whole school community which includes pupils, staff and parents.
- Young People's Drug and Alcohol Service (YPDAS) offer advice and support for pupils, staff and parents, and drug treatment for pupils.
- Developing Health & Independence (DHI) offer support for families and carers, as well as drug and alcohol treatment for adults.

Police involvement

- A senior member of staff will liaise with the Police where a substance has been confiscated or where there is a serious incident.
- Although the school does not have a duty to inform the police of a drug related incident or to pass information about those pupils involved, it does have a duty to safeguard its pupils and therefore this will be a consideration.
- Guidance from the Association of Chief Police Officers recommends that drug dogs and drug testing should not be used where there is no evidence of drugs on the school premises.

Recording

In taking temporary possession and disposing of a suspected controlled substance the school will:

- Ensure the sample is sealed and labelled in the presence of a second adult witness and securely stored
- Notify the police for collection
- Record full details of the incident
- Inform parents if appropriate
- Identify if there are any safeguarding concerns
- Contact agencies to provide support

Appendix 6 – Fixed Term Suspensions and Permanent Exclusions

In serious circumstances of disciplinary breakdown, the sanction of suspension or exclusion will be used. Only the Principal and Vice Principal can issue a fixed-term suspension or exclusion. If a student is suspended, the parents/carers will be informed as soon as practicable, initially by telephone and then by letter. Parents must meet with a member of pastoral staff (e.g Head of Year or Head of School) for a reintegration meeting before a student can return to class following a fixed-term suspension.

Examples of student behaviour likely to lead to a fixed-term suspension:

- refusal to follow the normal behaviour expectations and discipline of the academy
- abusive language towards a member of staff
- physical violence towards another student or member of staff
- serious harm to the reputation of the academy through grossly irresponsible behaviour outside the academy
- persistent bullying or intimidation of another student
- significant involvement by a student with items or substances that should not legally be in their possession in the academy
- smoking or vaping in the academy

At King's Oak Academy, extensive effort is made to improve a student's behaviour to avoid permanent exclusion. However, the Academy has the discretionary powers to permanently exclude a student who has proved over the long term, or through a single act to be beyond the care and control of the academy. In exceptional circumstances, the Academy reserves the right to permanently exclude a student without the student having had any previous fixed-term suspensions or programme of support. Examples of a single act that could lead to permanent exclusion might include:

- Being in possession of an offensive weapon
- Being in possession of or supplying drugs
- Serious and on-going bullying
- Serious acts of violence against a member of the Academy community
- Extremely serious damage to/theft of Academy property
- Sexual or indecent assault

The academy makes every effort to investigate serious matters which may lead to suspension or exclusion, taking into account at all stages our statutory duties in relation to SEND, functions under the Equality Act 2010 and our duty not to discriminate against students on the basis of protected characteristics (including disability, sex, race, religion, belief, sexual orientation, pregnancy/maternity or gender reassignment). This involves direct discussion with students who were involved in incidents either as witnesses, bystanders or victims. All students at risk of suspension/exclusion will be required to write a written statement; this provides a clear opportunity to write a truthful account of events which will then be discussed with them with a member of the Pastoral or Senior Leadership Team prior to a decision about suspension/exclusion being made. Students who require an adult to help them with this statement will receive such assistance.

Any decision to suspend or exclude a student from the academy will be made in line with the principles of administrative law i.e. that it is a lawful, rational, reasonable, fair and proportionate response. When establishing the facts in relation to an exclusion decision the Principal or Vice-Principal will apply the civil standard of proof; i.e. "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt".

Whilst suspension/exclusion may still be an appropriate sanction, the Principal or Vice-Principal will take into account factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.
Parents/carers will always be aware of the reasons for these sanctions and there are legal guidelines which will be followed (these include the right of appeal). Return from a period of suspension or exclusion will always involve a re-integration meeting with parents/carers, the student and a senior member of staff. Where required, a student and parent may be asked to sign a written behaviour contract as part of the reintegration process (Appendix B).

If a student is suspended or excluded, the academy will, without delay:

- Inform the student's parent/carer of the period of any suspension or exclusion and the reasons for it

The school will also, without delay provide parents/carers with the following information in writing:

- The reasons for the suspension or exclusion.
- The period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent.
- The parents/carers right to make representation about the exclusion to the Academy Council
- How parent/carers make their representation and, where there is a legal requirement for the Academy Council to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a family member or friend.
- A date and time for a reintegration meeting with a senior member of staff to discuss the return to school. This meeting may involve other agencies who can or are supporting the student in or out of school. Where required, a student and parent may be asked to sign a behaviour and support agreement as part of the reintegration process
- This written communication will also make it clear that parents must ensure their student is not present in a public place at any time during school hours for the duration of the suspension or exclusion and, where required, provide details of alternative provision (e.g. Engage) which has been arranged if the suspension or exclusion is for over 5 days.

Notifying the Local Authority (LA) and the Cabot Learning Federation (CLF) (taken from "A Guide to the Law, September 2017 Statutory Guidance)

Following a suspension or exclusion, King's Oak Academy notify both the LA and the Federation of the details of the exclusion, including the reasons for it, in the case of:

1. a permanent exclusion or a fixed-period suspension
2. a fixed-period suspension of more than five days or which brings the days the student has been excluded in one term to more than five
3. a suspension or exclusion that would result in the student losing the opportunity to take a public examination.

For all other suspensions the Principal will notify the Federation once a term through their reports to the Academy Council.

Following a suspension or exclusion we will:

- Follow agreed protocols for ensuring that students who are suspended for over 5 days receive education on the 6th and subsequent days until the end of the suspension, by referring the student to a suitable provision. This may be referral to the 'Engage' provision operated by the Cabot Learning Federation, a period of time at an alternative academy (which may or may not be part of the Cabot Learning Federation) or, if no other alternative exists, a referral to the Student Referral Unit (PRU) operated by the local education authority.

- Ensure, where the parents/carers of a suspended or excluded student do not speak, or do not have a good understanding of English, that correspondence and documentation relating to the suspension/exclusion are translated into their mother tongue. In such cases the academy and/or LA will arrange for an interpreter to be present at any meetings with the parent about the suspension/exclusion. Suitable arrangements for disabled parents/carers will also be made.

- Ensure, following a fixed-term suspension, that a re-integration meeting is held, preferably on the day the student is due to return after the suspension. The re-integration meeting will normally include a member of the Senior Leadership Team, a member of the Pastoral Team, the student and the student's parent/carer. Other relevant people may attend, for example a member of the Children's and Young Peoples Service and/or the student's Phase Leader.

The minimum time limit will not apply to any suspension which would result in the student losing an opportunity to take a public examination.

In the case of incidents involving drugs, knives and serious assaults the academy will act upon local and national guidelines to use either long fixed term suspensions and/or permanent exclusions as deemed most suitable according to the context and circumstances of the incident

The Federation has a duty to consider parent's representations about exclusion and may delegate this to a designated sub-committee comprised of at least three CLF board or committee members.
The Federation will consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent.
- It is a fixed period suspension which would bring the students total number of school days of exclusion to more than 15 in a term; or
- It would result in a student missing a public examination or national curriculum test