

Cabot
Learning
Federation

Behaviour Policy: King's Oak Academy

Behaviour Policy

Creation Date	04 January 2020
Implementation Date	04 January 2020 (As Draft)
Review Frequency	Annually
Last Reviewed	13 October 2021
Approval	Full Academy Council (to be approved at next AC meeting on 13/10/2021)
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		Changes to policy following review of existing policy.	Change to school behaviour system	Catherine Walbridge Assistant Principal
04/01/20		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

2. Legislative Compliance

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 April 2021](#)
- [DFE Sexual Violence and Sexual Harassment between children in schools and Colleges.](#)

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.

3. 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 Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Exclusions Policy
- Charging and Remissions Policy

4. Aims of this Policy

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

The aim of this policy is to ensure that:

- 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.
- 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.
- All students follow clear consistent high expectations and boundaries, meaning that learning is built on trust and respect.
- All sanctions are applied consistently for unacceptable behaviour, including bullying and violence.
- All members of the school community are listened to and responded to.
- Parents/Carers are able to support teachers and students to promote positive learning behaviour in the both in the academy and the local community.

Across the academy we have two types of behaviour responses; expected and unexpected behaviour. We believe in positive management of behaviour through reinforcing and praising expected behaviours and encouraging children to take responsibility for their own actions. All behaviour is a form of communication and it is important that we listen to pupils and acknowledge their feelings, however they communicate them to us. We have adopted a Thrive approach to managing behaviour. This approach is based on scientific research and informed by up-to-date neuroscience. The Thrive approach allows us to address children's emotional needs, supporting them to readdress certain behavioural patterns and providing them with important social and emotional development. Specific provision subsequently is put in place to support the children whose behaviour interrupts their own and others' learning.

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

5. Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community, including parents and carers.

Staff

The Principal, with the assistance of other members of the Senior Leadership Team (SLT), is responsible for the form and content of the policy, and for its implementation in ways that maintain an academy ethos that encourages positive behaviour and full attendance. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the academy, including: having consistent high expectations, the provision of mutual support to colleagues, modelling the social, emotional and behaviour skills and demonstrating the high standards of behaviour and punctuality expected from students and all students are encouraged to work hard and be kind. We will make all efforts to establish and maintain relationships with parents/carers. Staff will liaise with parents/carers on a regular basis in order to discuss progress, specific issues or concerns and agree a way forward.

Students

Students have a role in shaping and promoting the academy's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the head and deputy head boys and girls, class meetings, tutor time and lessons. Students have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring and peer counselling.

Parents and Carers

Parents and carers have a responsibility for their child's behaviour inside and outside of academy, which they can positively influence through effective and consistent parenting, working together with the academy, communicating expectations and encouraging progress at home. This role is vital. They also have a role to play in advising on the continuing development and improvement of the policy. The academy is committed to involving parents/carers in all aspects of their child(ren)'s education through: clear communication, ensuring involvement and access to all stakeholders involved with the education of their child(ren) and prioritising the interests of their child(ren) in any agreed actions.

6. Systems and Procedures

Guidelines for promoting positive behaviour

To achieve a positive learning environment, the following guidelines should be consistently applied:

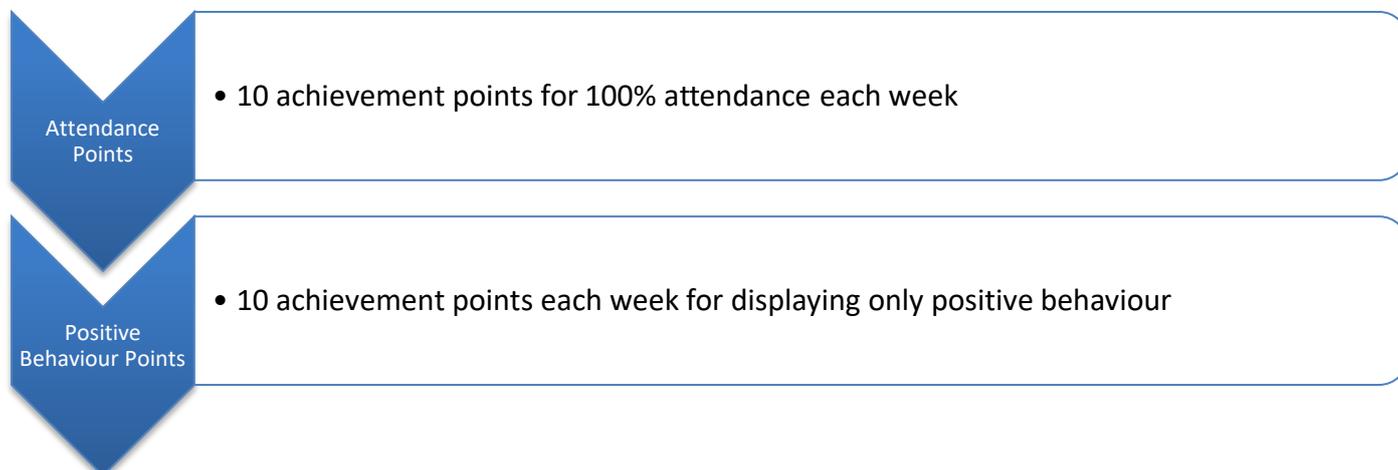
- Adults within the school will model and reinforce the school rules in all interactions with all members of the school community.
- When children are seen to be demonstrating the school rules this is acknowledged and celebrated.
- All staff should apply the behavioural procedures in a fair and consistent way.
- Whilst being consistent, staff should keep a flexibility that takes account of individual circumstances in line with their professional role.
- Avoid punishment of whole groups where possible.
- Always blame the behaviour not the child.
- Never humiliate the child during discipline.
- Good behaviour needs to be actively taught.
- Children should be praised for good behaviour as well as good learning characteristics
- All staff will have high expectations of all children.
- Instructions should be given in clear positive language e.g. 'walk sensibly' rather than 'don't run'.
- Use the child's name when giving an instruction e.g. 'James, you need to stop talking. Thank you.'
- A quiet voice and calm manner should be used, i.e. assertive rather than aggressive.
- Provide time for the child to reflect on and discuss their behaviour.
- Use Thrive techniques to validate children's feelings, e.g. 'I can see you are really cross. I'd be really cross if...'

7. Recognition and Reward

Achievement points are used to recognise and reward our students for the positive contribution they make to the school in lessons and in our community. We want to offer rewards that are valued by our students. Through meaningful recognition of effort and success we aim both to increase our students' self-esteem and also to motivate them to work hard and to become good citizens. We also want our reward system to support home/school links and our policy will increase contact home regarding student effort and success.

In addition to achievement points, there are two additional methods that Academy staff use to reward student progress and achievement:

Achievement Points



Positive Postcards home and Phone calls home

Members of staff can send Positive Postcards home to commend a student for success or effort. They can be sent home for reasons including:

- An excellent piece of work
- Exceptional effort
- 100% attendance
- Improvement in attitude to learning
- Working hard
- Improvement in attendance
- Participation in a school event
- Representing the school
- Action demonstrating good citizenship
- Being kind

Phone calls home can be for the same reasons, or they might be to say well done for a student who is coping well at King's Oak in difficult circumstances.

Student of the Term Award

At the end of terms 2, 4 and 6, subject teams will be asked to nominate a student in each year group for a Student of the Term Award for their subject and certificates will be given to those students in celebration assemblies with their Heads of Year at the end of terms 2 and 4 and during the rewards evening in July by subject groups by the SLT leads for each subject group(s) in the subject group(s) area along with the Head(s) of Subject.

Attendance Award

Students who have achieved 100% during a term will have their name added to a draw. At the end of each term, three names will be drawn out for each year group and they will receive a prize for outstanding attendance. All students with 100% attendance each term, will be sent a postcard home. In addition to this, students who have achieved 100% attendance in an academic year will receive a certificate to show this at the end of the academic year. This to be awarded at the rewards evening in July.

King's Oak Inter-School Competition

Each term a variety of events are organised for students to compete across a range of sporting, academic and team-based activities. At the end of the year, the points earned by each tutor group is totalled and the overall winner of the Inter-School Cups are announced on the last day of the academic year.

Morning Meeting and Assemblies

Morning Meeting and weekly Year/School Assemblies are delivered both online and face-to-face. These sessions are used to highlight positive messages and publicly celebrate particular individual or group achievements. Celebration assemblies are also delivered on a regular basis to spread positive messages and recognise student or tutor group achievements.

Head of School Award

The Head of School award is used to allow students to demonstrate and share outstanding work or progress in learning.

8. Punctuality and Truancy (Middle and Upper School)

Students are expected to arrive on time to their lessons. If a student arrives at their lesson after the 'late bell', they are permitted to enter the classroom and begin learning. The class teacher will discuss the reason for their lateness at an appropriate time. Lateness should be marked on the register and the number of minutes the student is late logged.

Students who have been late to either school / lessons will 'payback' the accumulated lateness between 1440-1510 on Wednesday with their tutor.

- E.g. 5mins of late marks → Home time = 1445

Each Wednesday a text message is sent to parents to notify them that their child has been late to lessons or school and will be attending 'Punctuality Payback' on Wednesday.

Lesson and Bell Timings

Middle School		Upper School	
AM Gates	0820-0835	AM Gates	0820-0840
Tutor	0835-0850 End of Tutor Bell: 0850	Tutor	0840-0850 End of Tutor Bell: 0850
Session 1	0850-0950 Late Bell: 0855 End of Lesson Bell: 0950	Session 1	0850-0950 Late Bell: 0855 End of Lesson Bell: 0950
Session 2	0950-1050 Late Bell: 0955 End of Lesson Bell: 1050	Session 2	0950-1050 Late Bell: 0955 End of Lesson Bell: 1050
Break	1050-1110 Warning Bell: 1105	Break	1050-1110 Warning Bell: 1105
Session 3	1110-1210 Late Bell: 1110 End of Lesson Bell: 1210	Session 3	1110-1210 Late Bell: 1110 End of Lesson Bell: 1210
Session 4	1210-1310 (Y7-8) Late Bell: 1215 End of Lesson Bell: 1310	Session 4	1210-1310 Late Bell: 1215 End of Lesson Bell: 1310
Session 4 Lunch & Tutor	L: 1310-1340 (Y7-8) T: 1340-1410 Lunch Bell: 1340 Warning Bell: 1405 Lesson Change Over Bell: 1410	Tutor	1310-1340 End of Tutor Bell: 1340
Session 5	1410-1510 Late Bell: 1415 End of Lesson Bell: 1510	Lunch	1340-1410 Warning Bell: 1405 Lesson Change Over Bell: 1410
		Session 5	1410-1510 Late Bell: 1415 End of Lesson Bell: 1510

**Note – Wednesday timings vary*

Truancy

If a student has truanted a lesson our first priority is to ensure that they are safe. Once their safety has been established, the student will be returned to their lesson. The student will then be expected to attend Punctuality Payback on Wednesday.

9. Classroom Expectations

Entering the classroom

Students are expected to line up in single file outside the classroom. Teachers are expected to meet their class at the door to ensure that the students enter the classroom in a calm and orderly manner. Once students have entered the classroom, they will begin learning immediately and begin their 'Do Now' activity.

Taking the register

The register should be taken at the **start of every lesson**. Students should sit in silence whilst the register is taken and respond politely by saying “Yes Miss/Sir”.

Classroom language

Following our core values of “Work Hard, Be Kind” we expect our students and staff to be polite towards each other and to look out for and look after each other. How we communicate with each other reinforces our positive learning culture. At King’s Oak Academy we always expect students and staff to speak to each other politely and finish our conversations.

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 should be logged on PARS and CPOMS. Derogatory or offensive language is taken very seriously and will result in:

- Lower School:
 - o First Incident: Educational conversation with student and parent to explain why the language/phrase used was appropriate.
 - o Second incident: ½ day FTE & parent meeting
- Middle and Upper School
 - o ½ day FTE and parent/student meeting focused on educating the student why discriminatory language is not acceptable.

Responding to unacceptable behaviour in the classroom

We should all expect the highest standards of behaviour from our students at all times and poor behaviour should always be challenged.

King’s Oak Academy focuses on the following learning behaviours to ensure that we create a positive learning environment:

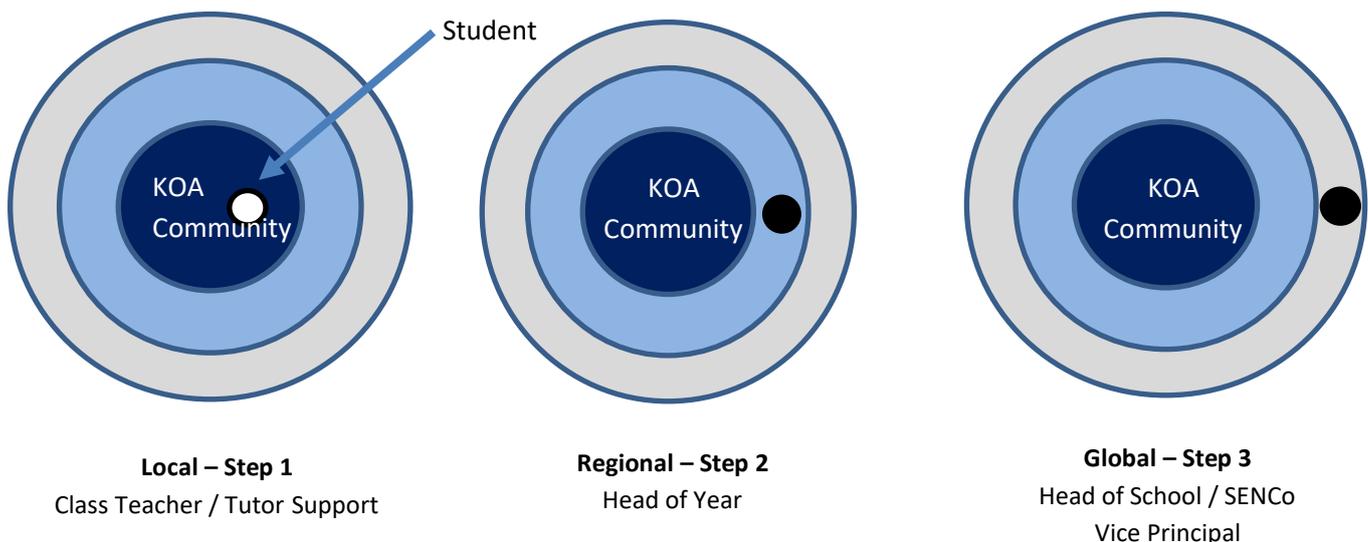
1. Being on time and wearing the correct uniform
2. Bringing the correct equipment to class
3. Ensuring that the homework task has been completed
4. Being engaged in our learning
5. Being polite and respectful towards others
6. Working hard and being kind

The Learn Like a Champion approach across the academy allows students the opportunity to respond to 2 warnings and make more positive choices to engage with their learning. Teachers will use a range of behaviour management techniques to remedy negative student behaviour. However, where students choose to continue to behave poorly, which impacts on their learning or the learning of others, teachers will follow the given steps and sanction as required. Teachers must log all negative behaviour incidents on PARS.

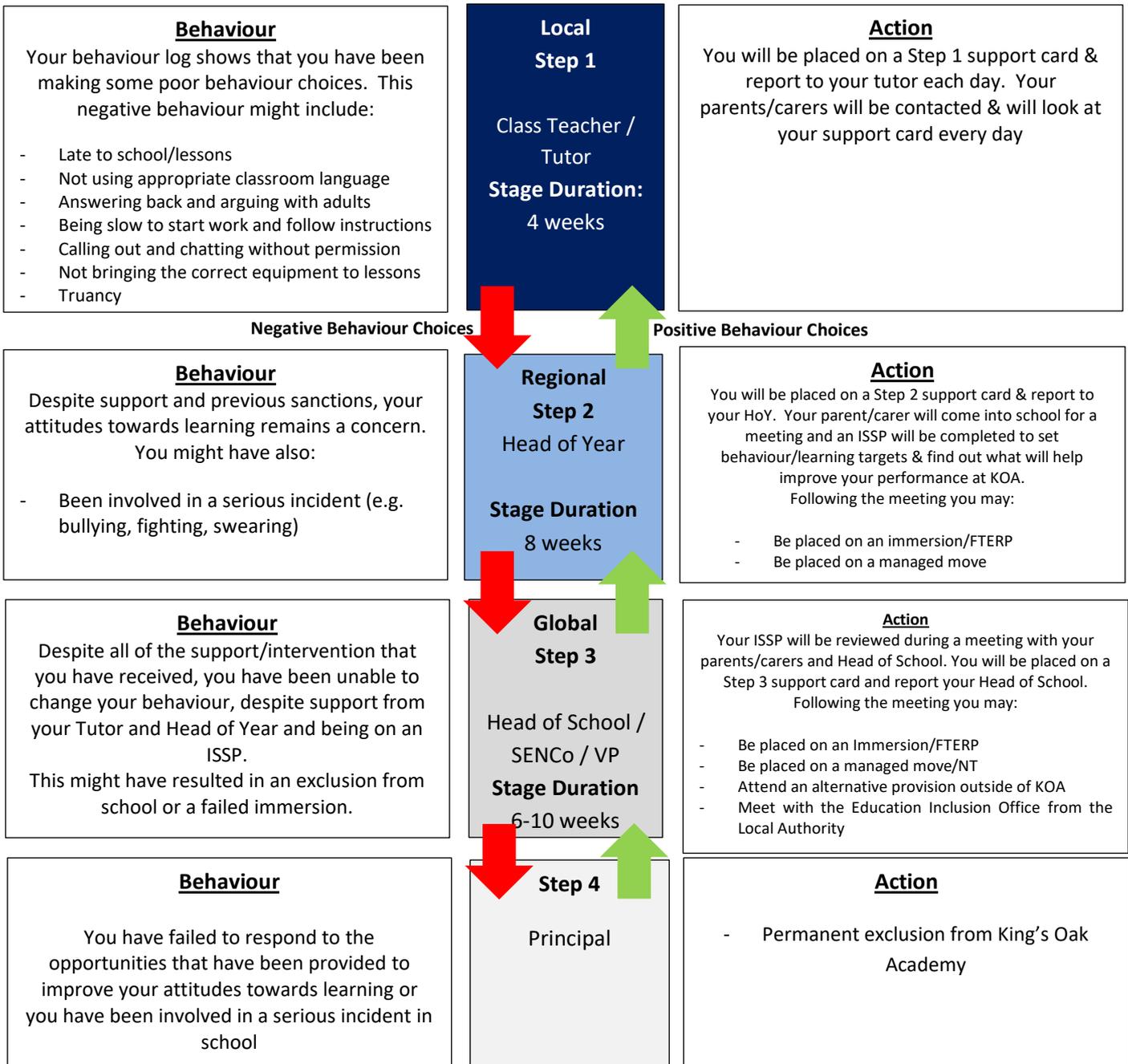
<p>Remind</p> <p>1st warning</p>	<p>Reminder of expected behaviour, calmly given, if possible, given privately, given with clear reason.</p> <p>Ensure a child understands that this is not a consequence but a chance to change their behaviour.</p>
<p>Re-Focus</p> <p>2nd warning</p>	<p>Student is asked to wait outside the classroom for a 're-focusing' conversation with their teacher. The class teacher might ask for a Senior Leader or Student Support Leader to support the re-focusing conversation.</p> <p>Student is welcomed back into the classroom but will continue their learning from a different carpet space or table; typically away from peers that may have caused a distraction to their learning earlier in the lesson.</p>
<p>Remove</p> <p>3rd warning</p>	<p>Student is removed from their lesson.</p> <p>More vulnerable students (e.g. Children in Need / Child Protection) or students with additional learning needs (e.g. Possess an EHCP or an EHCP application is pending): will continue their learning for the remainder of the day in the Support Hub.</p> <p>All other student: Parents/carers will be called and the student will receive a ½ day Fixed Term Exclusion to ensure that the student no-longer disrupts their own learning or the learning of other students during the academy day.</p>
<p>Rebuild</p> <p>(Day 2)</p>	<p>The following day, the student will complete one day of taught lessons by teachers in the Rebuild Hub. However, more importantly, a parent/student meeting will take place (face-to-face preferably or via phone within 24hours) to explore why the student did not adhere to the Work Hard, Be Kind learning expectations, and, together, create an action plan so that they can <i>learn like a champion</i> in the future.</p>

10. Student Behaviour Support Stages

At King's Oak Academy, we work hard to ensure that we have high expectations alongside high inclusion. Working in partnership with parents/carers, students and teachers is a vital component of behaviour change. The flow chart on the following page summarises how the school, parents/carers and the local authority work together to help students make appropriate choices about their behaviour. Students may move up or down from each stage depending on the behaviour choices that they make.



King's Oak Academy: Student Behaviour Support Flow Chart



11. Behaviour Intervention and Support Systems

Working in partnership with parents/carers, students and teachers is a vital component of behaviour change. The Support Stages summarises how the school, parents/carers the local authority work together to help students make appropriate choices about their behaviour. Students may move up or down from each stage depending on the behaviour choices that they make.

In addition to the Behaviour for Learning Stages, the following resources are also used to help students make appropriate choices about their behaviour. When a student chooses to make inappropriate behaviour choices the student has a right to expect fair sanctions that are applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in the future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students.

Support Cards

Support cards are used for students to monitor their academic progress and/or behaviour. Depending on the issues that have been highlighted for a student the support cards may focus on specific behaviours and/or specific subject areas.

At King's Oak Academy the following support cards are used:

Stage of Support	Who does the student report to?	Duration of support before review
Step 1	Class Teacher / Tutor	4 weeks
Step 2	Head of Year	8 weeks
Step 3	Head of School / SENCo	6-10 weeks

At each support card stage parents/carers will be made aware of their child's targets and are expected to monitor their progress in conjunction with the Academy. For students that fail to use their reports, sanctions will be issued, most likely a detention.

Detentions

Students who have made poor behaviour choices, break the academy rules or bring the academy into disrepute can be sanctioned through the detention/payback system.

The term Payback is used in the Lower and Middle School whereas the term Detention is used in Upper School. A payback/detention will be held through the following forms:

Lower / Middle School

Lower School: Students will miss 10 minutes of their lunchtime play break

Middle School: Students will miss 30mins of their lunchtime play break

In the case of a payback, parents will be informed the same day by a member of staff who will meet with the parent/s after school either at the gate or by phone.

Who feeds this back will depend on how many paybacks the child has received:

- 1st Payback - Class teacher meets with parents
- 2nd Payback - Head of Year meets with parents

- 3rd Payback – Head of School meets with parents
- 4th Payback – Vice Principal meets with parents
-

Upper School

- Class Teacher Detention (Daily: Lunchtime or at the end of the school day)
- Head of Year (Daily: Break or lunchtime, or at the end of the school day)

In the case of Upper School detentions, parents will receive a notification via Insight and the teacher who issued the detention will meet/call the parent to discuss the negative behaviour incident.

In each detention or payback, students will complete a reflection sheet or participate in a reflective conversation with their teacher. This reflection process aims to help students think about and engage with the reason they are in a detention/payback in the first place. Once this is complete they will be offered the chance to complete outstanding work.

Community Service

As an alternative to detention, students may be issued with community service tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Community Service will typically be given for misdemeanours with littering, damage to school property.

Internal Exclusion

When a child is in internal exclusion it is expected that they will complete the same learning where possible as their peers, this will take place in the Rebuild Hub with a member of the teaching team or a member of SLT. The child will have the opportunity to go outside and get fresh air during this time but outside of the standard break times.

In some circumstances, a student will be required to attend school during an INSET day as a sanction for poor behaviour.

Immersion / Fixed Term Exclusion Reduction Programme (FTERPs)

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 exclusion agreement** can, when required, place students in to other CLF schools in response to either one-off serious incidents of behaviour or in response to persistent failure to follow the academy’s rules. Depending on the conditions of the Immersion / FTERP, the student may either work in the host academy’s equivalent of the TRI room or spend a period of time following a regular timetable of lessons.

Managed Moves (MM) / Negotiated Transfers (NT)

King’s Oak Academy work with the CLF and other South Gloucestershire schools to provide Managed Moves/ Negotiated Transfers. MMs/NTs 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. The MM/NT duration is normally 12 weeks. If the student engages well in the new academy and all parties are satisfied, then at the end of the trial period the student will move permanently to the new

academy. If the student's behaviour or engagement at the new academy is not satisfactory then the NT/MM end and the student will return to their old academy.

Engage and the Nest

'Engage' (Secondary) and 'The Nest' (Primary) are off-site provision based in Bristol. They are funded and accessed solely 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.

12. Anti-Bullying

At King's Oak Academy we strive to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. Bullying of any kind is unacceptable and will not be tolerated at King's Oak Academy. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of our school ethos of Work Hard, Be Kind and ensure that difference and diversity is celebrated across the whole school community. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We will explicitly deliver an anti-bullying policy and will take the following steps when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff where appropriate;
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident and will then make a decision about the best course of action;
- The classroom teacher/coach and Head of Year or Head of School will be kept informed and if it the incident is repeated or persistent then he/she will advise the appropriate Senior members of staff;
- Parents will be kept informed of incidents and outcomes and will be involved in conversations with pupils where appropriate;
- Punitive and restorative measures will be used as appropriate and in consultation will all parties concerned;
- A full record of the incident, actions and outcomes will be recorded on CPOMs allowing us to monitor ongoing incidents and take appropriate actions.

See Anti-bullying Policy for further details.

Peer on Peer Abuse

All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file.

It is recognised that peer on peer abuse can happen inside and outside of school/college or online.

At King's Oak Academy

- 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.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that peer on peer harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to peer on peer harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated easily.

King's Oak Academy will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

See Safeguarding policy for further details

13. Mobile phones

Students are not permitted to use their mobile phones/portable music devices e.g. AirPods, whilst on the King's Oak Academy site. At times, teachers can give permission for a student/class to use mobile phones in their lesson provided there is an educational reason for doing so. At all other times, if a student is seen in possession of/or using a mobile phone or headphones, the member of staff will confiscate and store in Main Reception. At the end of the day, students may collect their mobile phone or headphones.

Repeated incidents of unacceptable phone use will result in students being required to hand their phone in to Main Reception each morning.

Please refer to Section 10 for additional guidance on prohibited items.

14. Uniform infringement

If a student in the Middle or Upper School does not arrive at school in correct uniform their parents/carers will be contacted and arrangements will be made for their parent/carer to bring in their uniform immediately. If the parent/carer cannot bring in the uniform the student (Y7-11 only) will be sent home to collect their uniform and must return to the academy immediately.

15. Exclusions (Fixed Term and Permanent)

In serious circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Principal and Vice Principal can issue a Fixed Term Exclusion. If a student is excluded, the parents/carers will be informed as soon as practicable, initially by telephone and then by letter. Parents must meet with either the Principal, Vice Principal or Assistant Principal (Behaviour) before a student can return to class following a Fixed Term Exclusion.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion:

- 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 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 exclusions 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 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 (such as: 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 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 exclusion being made. Students who require an adult to help them with this statement will receive such assistance.

Any decision to 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 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 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 excluded, the academy will, without delay:

- Inform the student’s parent/carer of the period of any 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 exclusion^[SEP]
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- Parents/carers right to make representation about the exclusion to the Academy Council
- Advise the parent/carer how their representation may be made; 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 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 (Appendix B)
- This written communication will also make it clear that parents must ensure their child is not present in a public place at any time during school hours for the duration of the exclusion and, where required, provide details of alternative provision (e.g. Engage) which has been arranged if the 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 an 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 exclusion
 2. a fixed-period exclusion of more than five days or which brings the days the student has been excluded in one term to more than five
 3. an exclusion that would result in the student losing the opportunity to take a public examination.

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

- Follow agreed protocols for ensuring that students who are excluded for over 5 days receive education on the 6th and subsequent days until the end of the exclusion, 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 Pupil Referral Unit (PRU) operated by the local education authority. ^[SEP]
- Ensure, where the parents/carers of an excluded pupil do not speak, or do not have a good understanding of English, that correspondence and documentation relating to the 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 exclusion. Suitable arrangements for disabled parents/carers will also be made. ^[SEP]
- Ensure, following a student’s exclusion, that a re-integration meeting is held, preferably on the day the student is due to return after the exclusion. 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 and Young Peoples Service and/or the student’s Phase Leader.

The minimum time limit will not apply to any exclusion 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 exclusions 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 exclusion 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

16. Taking account of SEN, disability and the circumstances of other vulnerable students such as looked after children

The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Attitudes for Learning Policy and are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a child'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.

17. Students' conduct and behaviour outside academy premises

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 dealt with in the same way as if that poor behaviour had occurred on the academy site.

Students should be particularly mindful of the following:

- Smoking – smoking is not permitted on the way to or from the academy or at any time when identifiable as a King's Oak Academy community member.
- Local residents - students should be kind and courteous to members of the local community;
- 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.
- Use of loud and bad language is unacceptable at any time.

18. Prohibited Items and Confiscation

Prohibited Items

Any member of staff has the authority to confiscate, retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

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. A refusal to cooperate will result in a higher level sanction. The criteria for confiscation may include:

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

If an item is confiscated, the property should be taken to the Main Reception as soon as possible. The item will then be labelled and stored securely until the end of the day where the student will be allowed to collect it. In some cases, the Senior Leadership Team or Safeguarding Team might require the confiscated item to be collected by the students' parents/carer (e.g. tobacco).

Searching, Screening and Confiscation of Electronic Devices

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

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 children, without deleting them.

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.

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

Powers to search

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. 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.

We are not required to inform parents before a search takes place or to seek their consent to search their child.

If there is evidence pointing to a student having stolen property in their belongings, these will also be searched. 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.

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 prohibited items will be handed over to the Police. 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, such as their locker, with their consent. 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 locker on a voluntary basis. There is no need for a written agreement for nominated members of staff to search a student's locker or ask them to turn out their pockets. If the student refuses, the academy will apply an appropriate punishment as set out in its behaviour policy.

A student refusing to co-operate with such a search raises the same kind of issues where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff.

Lockers

Under common law powers, schools are able to search lockers for any item provided the student agrees. It is a condition of having a locker at King's Oak Academy that students consent to having these searched for any item whether or not the student is present.

If a student does not consent to a search then it is possible for staff to conduct a search without consent but only for the "prohibited and banned items" listed above.

The safety of all children is paramount at all times. If a child endangers the safety of others another member of staff must be called. Staff may intervene physically to restrain a child to prevent injury, or if a child is in danger of hurting him or herself. They may also restrain a child if he or she is likely to damage property. Where possible, action by staff to avoid the use of physical restraint should be considered; for example, confining child in a quiet room to calm down, while maintaining observation of the child. Any actions taken are in line with government guidance. If any physical intervention is necessary, the member of staff who carried out the intervention will log it incident in the 'Bound and Numbered Book'. The parent will always be informed if any physical intervention has been used.

There are times during the school day when it is entirely appropriate for adults to touch children, for example, when demonstrating teaching in P.E, supporting learning or comforting a child.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.

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 student when for example, that member of staff has acted in a way to separate a fight between students. We do not require parental permission to use force on a student and where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.
- To guide a student in a certain direction

19. Communicating the Behaviour and Exclusions Policy

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

20. Implementing the Behaviour and Exclusions Policy

- The Principal and staff will ensure that we achieve a consistent approach to behaviour management, teaching and learning.
- The Academy believes that in order 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.

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 child's behaviour.

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

In the Middle and Upper School, parents are able to access Insight which overviews their child's attendance, homework completion and positive and negative behaviour logs. If a student is ever placed into the Rebuild Hub, families will also be communicated with (see above).

We also provide a summative review during parent-teacher evenings and end of term reports to discuss student progress, effort and behaviour.

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 race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

21. 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.

22. Addendum to Behaviour Policy for the duration of the COVID-19 period

At King's Oak Academy we recognise that the COVID-19 period has been traumatic and difficult for many children and adults. The process of return to the school building carries with it a significant degree of change and this will require adjustments to be made; some children and adults will find this more difficult than others.

As a trust, the Cabot Learning Federation is committed to supporting children and adults to make the necessary adjustments to living and learning in a set of circumstances where COVID-19 is a part of daily life. A 'recovery curriculum' is being developed across all schools which focuses on understanding and meeting the needs of learners as they return to school, taking account of some of the difficulties they face.

It is also important to recognise that where COVID-19 is a part of daily life, so too must rigorous health and safety standards be adopted. These health and safety standards are not a negotiable aspect of the school experience, and these have been put in place to support all members of our communities to stay safe and well, including those who may not attend the school site.

Our role is to educate and support young people to fully understand the implications of these measures and ultimately to follow them. Where a child struggles to comply with the measures set out, our first approach will be to educate them as to the risks and to their responsibility to be a part of mitigating these risks. In this respect, this is no different to our approach for many other aspects of health and safety on site at any other time.

We will work to ensure that children respect the 2m social distancing rules and other health and safety measures as part of their daily experience. We do recognise, however, that for some younger children or those who find it difficult to follow rules this may be challenging. Students who are not following our guidelines and expectations will be encouraged and supported to do so through further educating them as to the dangers posed. If the school feels the safety of others is being put at risk, an individual risk assessment will be created for that child.

It is important to note that, whilst our general approach is a supportive one focused on educating and helping to set positive behaviours both within and beyond the Academy, any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Principal, using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Appendix 1 – changes to the Behaviour Policy for the duration of the COVID-19

In response to the changes during the period of COVID-19, the following adaptations have been made to the behaviour policy:

Entering the classroom

Students are expected to line up in single file outside their learning space and where possible adhere to social distancing guidelines. The class teacher will greet students at the gate and ensure that students enter the classroom in a calm and orderly manner. Students must sanitise their hands on entering the classroom.

Seating plans

Seating plans are used across the academy and students are expected to remain in their designated seat, this allows for cross contamination from other students.

Social Distancing

In order to help keep both students and staff safe at all times, students should maintain social distancing guidelines where possible, both with other students and with members of staff.

Students should be using their own equipment and exercise books (which have been provided) and these should not be shared with any other students.

If there are repeated breaches of the covid-19 regulations, or any other related element of safety, then sanctions will be applied. Upon returning to learning, a risk assessment will be completed prior to their return.

Classroom behaviour

Following our core values of “Work Hard, Be Kind” we expect our students and staff to be polite towards each other and to look out for and look after each other. Most importantly, at this time, this includes helping to keep each other safe.

Unacceptable behaviour will always be challenged by staff at King’s Oak Academy. The behaviour system will continue to allow students the opportunity to respond to 2 warnings and make more positive choices to engage with their learning. Teachers will use a range of behaviour management techniques to remedy negative student behaviour. However, where students choose to continue to behave poorly, which impacts on their learning, the learning of others or the safety of themselves, other students or members of staff, teachers will follow the tiered behaviour process.