Ormiston Academies Trust

Ormiston Denes Academy Behaviour policy

Policy version control

Policy type	Statutory, OAT Mandatory Template
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Approved by	National Leadership Group, August 2026
Approved by Trust Board	August 2026
Release date	August 2026, for implementation 1 September 2026
Review	July 2027
Description of changes	▪ Additional guidance on alternatives to suspensions and exclusions added to 12.1.6-9 ▪ Added: 12.2.1 Managed moves must be allocated in line with the school's oversubscription criteria, as outlined in their admissions policy. ▪ Added: 20.6 to outline circumstances for new safeguarding separations mechanism.

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1. Introduction

1.1. The main purpose of the Behaviour Policy is to ensure that all children and staff are safe and that academies create a culture where everyone is supported to have positive behaviour. All children should be able to learn in environments that are calm, safe and supportive and are free from disruption. All Ormiston Academies Trust (OAT) academies are committed to inclusivity and implementing strategies that reduce bias and support individual children's needs. Where 'parent' is used in this policy this should be taken to include guardian or carer.

1.2. Excellent behaviour is achieved through a positive and consistent academy culture, underpinned by a commitment to OAT's five values that shape everything we do.

Values:

- **Ambition**: We believe everyone can achieve and strive for excellence in all we do.
- **Learning**: We are committed to continuous learning, seeing growth and development as the path to improvement.
- **Perseverance**: We embrace challenges and grow by tackling difficult things.
- **Collaboration**: We achieve more by working together.
- **Inclusion**: We break down barriers to ensure everyone can learn, grow and participate.

1.3 Principles of behaviour and belonging:

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

1.3.2 Always a reason

In order to create disruption free learning in safe, calm environments in which children work hard and are successful children are explicitly taught the reasons behind rules and routines in our academy
Rewards and sanctions promote positive norms and support the inclusion of all children in the school community. Rules and routines create a sense of belonging and create positive school experiences. They support children in achieving useful outcomes of which they can be proud.
At our academy everyone understands upholding shared behavioural norms is a collective responsibility and that a school's culture is an expression of all its members.

1.3.3 Positive regard

Every child is treated positively. Interactions between members of a school community are characterised by respect and warmth. Adults are compassionate especially when behaviour is challenging, because they understand children do not arrive at school with the same understanding of appropriate behaviour.

Children who struggle the most receive the highest levels of support, and schools focus on finding causes of poor behaviour and addressing these, not excusing or explaining them away. Support is characterised by its proactivity – our staff aim to find solutions before children reach crisis.

1.3.4 Clear is kind

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

1.3.5 These are further reflected through our values of Integrity, Aspiration, Proud, Kind and Respect

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- Use of reasonable force and other restrictive interventions guidance
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective from 26 July 2026)
- Working together to improve school attendance 2024
- Use of reasonable force in schools
- Supporting Pupils with Medical Issues in School
- Mental health and behaviour in schools
- Special Educational Needs and Disability (SEND) Code of Practice.
- Relationships and sex education (RSE) and health education
- Arranging Alternative Provision: A Guide for Local Authorities and Schools 2025

3. Related OAT Policies

- Attendance
- Allegations of Abuse Against Staff
- Use of Restrictive Intervention and Reasonable Force
- Anti-bullying
- Child Protection and Safeguarding

- Equality and diversity
- Searching, screening and confiscation
- SEND
- Staff Code of conduct
- Whistleblowing
- Uniform

4. Leadership and Management

4.1 Trustees and Governors

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

4.1.2 Trustees will:

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

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

4.1.4 Governors will:

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

4.2 Principal

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

4.2.2 The principal will:

- ensure that the academy has high expectations of children's conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff
- aim to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying, harassment, violence and aggression
- together with the leadership team, be highly visible in the academy to engage with children, staff and parents and promote high standards of behaviour, adopting the OAT five components of high and effective visible leadership

- ensure that all staff are successfully inducted into the academy's behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour guidance, routines and strategies

4.3 Teachers

4.3.1 Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all children[1].

4.3.2 Teachers will:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting 'positive good behaviour' and 'good character' both in classrooms and around the school, in accordance with the behaviour policy and agreed teaching and learning routines
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- teachers aim to understand the needs of all children in their classes by referring to specific plans and strategies for individuals where relevant
- maintain consistent standards of behaviour in the classroom while ensuring reasonable adjustments are made by balancing fairness with flexibility

4.4 All staff

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

4.4.2 All staff will:

- have consistently high expectations of children's behaviour and respond to misbehaviour in a fair, proportionate and timely way, so that children know it will always be addressed
- model and maintain positive relationships with children, so that they can see examples of good behaviours and feel confident to ask for help when needed
- uphold the whole academy approach to behaviour by modelling and teaching routines, values and standards in every interaction to develop habits2
- address misbehaviour swiftly and act decisively when behaviour, including the use of discriminatory and derogatory language, falls below the expected standards

4.5 Children

[1] [1] DfE Teachers' Standards: see Teacher Standard 7 (https://www.gov.uk/government/publications/teachers-standards)
[2] See part 2 of the Teachers' Standards which outlines the high standards of personal and professional conduct expected of teachers

4.5.1 Children will:

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

4.6 Parents

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

4.6.2 Parents are expected to:

- promote a positive culture of behaviour and celebrate their child's successes and achievements
- get to know the academy's behaviour policy and reinforce the ethos and values of the policy with their child when necessary
- support their child in adhering to the academy's behaviour policy
- inform the academy of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with your child's Head of Year.
- work with the academy following reports of misbehaviour (for example: attending return to learning meetings or reviews of specific behaviour interventions)
- positively engage in any behaviour improvement plans and referral processes and encourage child to engage and succeed in both internal and external interventions
- raise any concerns about the management of behaviour with the academy directly with your child's Head of Year.

5. Behaviour Curriculum

5.1 All OAT academies believe that behaviour can be learned and therefore it can be taught through a well planned behaviour curriculum. Positive behaviour reflects the values of the academy, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely.

5.2 Behaviour is explicitly taught to all children, so that they understand what behaviour is expected and encouraged and what is prohibited. Positive reinforcement is then given when expectations are met, while sanctions are required where rules are broken.

5.3 Positive reinforcement and sanctions are both important and necessary to support the whole-school culture. We have a behaviour curriculum that defines and explicitly teaches the expected behaviours in our academy, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all stakeholders with explanations around the reasons why certain behaviours are important.

5.4 The behaviour curriculum represents the key habits and routines required in the academy. Routines are used to teach and reinforce the behaviours expected of all children. Consistent and repeated practices promote the values of the academy, positive behavioural norms, and certainty of the consequences of unacceptable behaviour. Any aspect of behaviour expected from children is made into a commonly understood routine, for example, entering class, handing out equipment or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

5.5 At Ormiston Denes Academy, children are taught the behaviour curriculum through: INSET sessions, year group line up's, assemblies, PSHE and citizenship education, SMSC, the form time programme which includes weekly access to Votes for Schools and half termly expectation resets within lessons.

5.6 Any children who join mid-term will be given information about the academy behaviour system and their understanding of this will be monitored by their Head of Year and Pastoral manager.

6. Behaviour Expectations

6.1 In Ormiston Denes Academy children are expected to follow the Denes Way; The Denes way is everything that makes our academy community, from the way students come through the school gates to the way they interact in lessons to the way they order your lunch. Everything we do should be done respectfully, using manners. Respect is at the heart of academy life at Denes and we therefore expect everyone, everywhere, everyday to be using please and thank you, using excuse me and waiting, greeting everyone when they walk past, using sir/miss appropriately, responding appropriately when spoken to and respecting classroom routines and etiquette in line with the 4 part lesson expectations.

6.2 We will issue prompt reminders to students of how to be respectful and kind to others. In addition, children are expected to;

Be ready to learn

- Be fully equipped and ready for your lesson
- Be at the right place, at the right time with the right attitude
- Wear correct uniform

Be responsible

- Ask for help and support when you need it
- Accept responsibility for your mistakes and learn from them
- Challenge yourself to be the best that you can be

Be respectful

- Respect yourself, others and your environment
- Communicate in a polite way and listen to others

Follow instructions first time

7. Behaviour expectations and SEND

7.1 All children including those with SEND, are expected to adhere to the academy's behaviour expectations and routines. However, the academy recognises that some children with SEND may need support to meet these expectations effectively.

7.2 Ormiston Academies Trust principles of behaviour and belonging have been designed to support all children and especially children with SEND.

7.3 Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. The academy should consider whether the child understood the instruction and was unable to act differently. Where behaviour is influenced by a child's underlying needs, the academy will adopt a graduated response to support them.

7.4 Reasonable adjustments and adaptions will be considered for children where their disability and/or special educational need impacts behaviour. This may include tailored interventions, additional support, or alternative methods of communication to help them understand and meet behavioural expectations.

7.5 Where appropriate, more bespoke support plans, which identify specific strategies and support, may be developed in collaboration with the SENCO, teachers, parents and other professionals.

7.6 Staff members are trained to understand the needs of children with SEND and how these may influence behaviour.

8. Recognition and reward

8.1 The academy rewards good behaviour, as it believes this will develop an ethos of kindness, cooperation and hard work within the academy. The policy is designed to promote good behaviour and encourages children to support the academy's values.

8.2 The academy's reward system aims to create a clear, simple and recognisable structure that children and staff can use consistently, enabling children to feel more enthusiastic and committed to school life. Our reward system revolves around demonstrating 'positive good behaviour' and 'good character' around the academy. At any time throughout the day a member of staff can award praise points, kindness cards MIS, or communicate praise to parents through positive calls or postcards home to children who are demonstrating academy values and good character.

8.3 At the end of a lesson a teacher may also award a Ready, Responsible or Respect reward point to those children who have had an outstanding lesson and gone above and beyond.

8.4 Children will also be rewarded for having a full week of attendance, no negative behaviour points, attending enrichment activities and taking part in leadership and/or child voice activities.

8.5 Students can spend their points in the rewards shop, which will be virtual from September 2025. Students can complete a reward request using their Microsoft account and then will be issued the reward, providing they have sufficient points, over the subsequent fortnight. Students can also chose to save reward points towards the Christmas shop, or for a non-uniform day.

8.6 We celebrate success through assemblies, both half termly and termly. On a half termly basis form tutors and the pastoral team can nominate students for our value awards, which are celebrated alongside attendance. We then have termly effort and achievement rewards for curriculum areas, which are nominated by class teachers and heads of department. Lastly, form tutors can nominate students for a breakfast with the Principal where they have contributed to our academy in an outstanding way.

8.7 We also have our Club Zero events termly whereby students with outstanding attendance AND zero negative points will be invited to an event, for example a Christmas Quix.

8.8 Children learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will aim to create a positive and supportive environment in the classroom and around the academy using positive language and relationships based on dignity and respect. This helps children to engage in and make good progress with their learning and can promote staff and child health and wellbeing.

8.9 Children are celebrated via;

- Teachers congratulate children.
- Teachers call home to inform the parents.
- Kindness Cards
- Most improved awards (behaviour, attendance)
- Nominated for an award in termly award assemblies.
- Nominated for an award for the end of Year Annual Awards event.
- TV screen outs for attendance and kindness
- Breakfast with the Principal.
- Post cards sent home.
- Reward trips/events.
- Queue jump passes for canteen.
- Earned non uniform passes.
- Amazon voucher for A2L scores
- Letters will be emailed to parents as children hit different milestones to recognise their hard work and effort.

9. Consequences and sanctions

9.1 The aims of our academy response to misbehaviour is to maintain the culture of the academy, restore a calm and safe environment in which all children can learn and thrive in disruption-free classrooms and prevent the recurrence of misbehaviour. Therefore, sanctions are a legitimate form of behaviour management. Consequences should be issued immediately a detention 3-days later doesn't work with children and must be specific to the issue.

9.2 Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of the standards in a consistent, fair, and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

9.3 When managing behaviour, staff apply our principles of behaviour and belonging with due consideration.

- Always a reason
- Clear is kind
- Positive regard

9.4 Staff can sanction children whose behaviour falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time children are in the academy or elsewhere under the charge of a member of staff, including on academy trips.

9.5 Sanctions must be reasonable and proportionate.

9.6 Following any sanction, the academy will support the child to reflect on and understand their behaviour. At the same time, staff will work together to understand a child's context as this will inform effective responses to more complex behaviours.

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

Choice	Student behaviour could include (but is not limited to)	Action	Actioned by
Internal isolation	• Students may be placed into isolation after an incident, whilst investigation is taking place • Students may also be placed into isolation for inappropriate uniform/jewellery • Isolation could be in a classroom, office or other room such as Reflection or Thrive, or the Bridge • Students will be offered food and drink and opportunities to use the toilet, but these may be completed within isolation conditions and students escorted to these areas. • Students will leave at usual time, unless there has been prior arrangement with home.	• Pastoral team to book isolation space • Pastoral team to communicate with home	• Pastoral Team
Internal exclusion	Students could be placed into our Reflection Room for; • removals in a day • Multiple behaviour incidents • Repeated non-compliance to meet academy expectations including handing over a mobile device, jewellery and uniform • Repeated refusal to comply with instructions	• Pastoral team to book Reflection space • Pastoral team to communicate with home	• Pastoral Team

	• Missing a 60 minute detention • Inappropriate behaviour in the community • Serious health and safety violation • Bullying behaviour incident Our reflection day runs until 4:10, if a student gets 3 or less warnings they can leave at 3:40, however if they get above this they are expected to stay for the full 60 minutes. If a student enters the RR room after break, they will complete the remainder of the first day leaving at normal time and then a full day as a consequence on the following day. Students will be offered food and drink and opportunities to use the toilet, but these may be completed within isolation conditions and students escorted to these areas. For instances of escalated behaviour, students can be booked for multiple days in Reflection upon agreement from the Pastoral team. For any instances of longer than 5 days, this will discussed by SLT. Parents will be notified of this in advance.		
External inclusion /Managed off-site placement *	- Multiple behaviour incidents - Repeated non-compliance to meet academy expectations including handing over a mobile device, jewellery and uniform - Repeated refusal to comply with instructions - Inappropriate behaviour in the community - Serious health and safety violations - Bullying incident School hours of host school to be communicated to parents in advance. We will always endeavour to do this as promptly as possible, once SLT have confirmed decisions on external placements. For instances of escalated behaviour, students can be booked for multiple days/weeks of an off-site placement.	• Telephone call to parents • External form completed and sent to host school. • End of day report shared	• SLT • Pastoral Team
Suspension (Fixed Term Exclusion)	• Bringing the academy into disrepute • assault • challenging /unacceptable behaviour • bullying behaviour • disruption to learning • dangerous behaviour • failed readmission • failed Reflection Room or isolation • persistent poor behaviour	• Fixed term suspension • Re-integration with parent and student	• SLT • Pastoral Team

	• prejudice-related incident • prohibited items • refusal to follow instructions • theft/intentional damage • threatening behaviour • truancy • verbal abuse • abuse against sexual orientation, gender identity or disability		
Permanent Exclusion	• Persistent disruptive behaviour • Serious one off incident	• Permanent exclusion • LA notification	• Principal • SVP/AP for Behaviour • Governor's

Choice	Child behaviour could include (but is not limited to)	Action	Actioned by
Withdrawal	• Refusal to hand over mobile phone	•	Teacher Patrol
SLT Detention **30-minute same day detention**	• Failure to attend detention • Failed detention • Significant incident (SLT discretion) • Truancy • Unkind behaviour incident	• Parent informed through CC & HOY phone call	HOY SLT
Managed Move or Alternative Provision	• Continued failure to follow expectations • Persistent behaviour • Persistent Fixed Term Exclusions • One off serious HSB incident	• Meeting with parent/carer • Governors disciplinary hearing	• Associate Assistant Principal • Principal • VP • Gov's
Permanent Exclusion	• Persistent disruptive behaviour • Serious one off incidents	• Permanent exclusion • LA notification	• Principal • VP • Gov's

9.8 Removal from Lesson

9.8.1 Removal from lesson is a serious consequence of persistent disruptive behaviour and will only be used once other behavioural strategies have been attempted and children have been given warnings, unless the behaviour is so extreme as to warrant immediate removal. Removal is necessary as all children have a right to learn in disruption free and safe environments.

9.8.2 Removal from lesson is not a sanction. The purpose of a child being removed is so other children can continue to learn and the teacher can teach without interruptions. It will also offer the child an opportunity to reset and receive short term support to self-regulate to be able to return to learning as soon as possible.

9.8.3 The sanction for being removed from lesson is a same day after school detention of 30 minutes, to be completed within the department. Students will complete a 60 minute detention if they are removed twice in a day. If a student is removed a subsequent time, they will be placed into our Reflection Room (see above table

9.8.4 Children who are removed from class will be removed to another classroom where their education will continue in line with the curriculum offer. Children will be supported to return to learning. The academy will ensure that staff supervising removal areas are appropriately trained to support children.

9.8.5 Children will remain in removal status for no longer than is necessary. For most children this will be a maximum of a double lesson (depending on the timetable). However, there may be exceptional circumstances, which must be agreed by the principal and communicated to the parents and the child in a timely manner, where children remain in removal for more extended periods.

9.9 Detentions

9.9.1 The law states that staff have the authority to issue detentions to children, including same-day detentions and those set outside of school hours without requiring parental consent. The academy will inform parents of same-day after school detentions that are longer than 20-minutes by Arbor. Parents will be notified of higher consequences via a phone call. Staff will not issue a detention outside of school hours where there is any reasonable concern and evidence that in doing so would compromise a child's safety.

9.9.2 Staff will not issue a detention outside of school hours where there is any reasonable concern and evidence that in doing so would compromise a child's safety.

9.9.3 Staff should consider whether suitable travel arrangements can reasonably be made by the parent for the child. Parents must support the academy and the child in attending a sanction for consequences of poor behaviour. Where after school detentions may pose an inconvenience to a family, best efforts are to be made to come to an arrangement of when the child can attend such sanction.

9.9.4 Where detentions take place at lunchtime, staff will allow reasonable time for the child to eat, drink and use the toilet.

9.9.5 Ormiston Denes Academy operates a centralised detention system that is staffed by senior leaders, Heads of Year and Pastoral Managers. Where a child has received a detention due to being removed from a lesson, students will complete these within the subject areas on a rota basis, with the teacher attending briefly to meet the child during their detention to have a restorative conversation. Restorative conversations are also expected to take place between any staff or child in relation to any in class poor behaviour.

9.9.6

Reminder	No consequence
Warning	15 minute detention
Removal	30 minute detention
2 removals in one day	60 minute detention
3 removals in one day	Reflection for next 5 lessons and up to 60 minutes detention
Serious incident	Reflection during investigation + detention/consequence as needed

9.10 Reflection Room

9.10.1 Reflection Room (RR) is a serious sanction that may be issued to a child for repeated non- compliance or a one-off incident that does not meet the criteria for suspension, but is serious enough to warrant a period of removal.

9.10.2 Children will spend at least one day in RR and the expectation is that students are fully engaged in independent work for the entire day, alongside taking part in any available or recommended interventions. Our Reflection Room day runs until 4.10pm and is run on a warning-based system to reflect our in-class behaviour system. If a student gets 3 or less warnings, they can leave at 3.40pm however if they get above this, they are expected to stay for the full 60 minutes.

9.10.3 In RR, relevant curriculum work will be provided and children are expected to work independently throughout the day and reflect upon the behaviour that led to them receiving this sanction. Children will also have opportunity to complete restorative work and they will be supported to improve behaviour in future.

Refusal of Reflection- HOY/SLT Day (plan) /external isolation / suspension

Failed Reflection Day – repeat day

Second consecutive failed Reflection Day – HOY/SLT Day

Failed second Reflection Day – external isolation if appropriate/suspension

Reflection Room Warnings

- warnings – Reset 1 Pastoral
- warnings – Reset 2 SLT

- warnings Failed Day
- Walk out of Reflection Room – straight to Reset
- Walk out for break/lunch of Reflection Room – Failed Day
- Walk out of Reflection Room Detention – Failed Day

9.11 Suspension and permanent exclusion

9.11.1 Suspensions will normally be used as a last resort. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all children and staff. Principals can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following a variety of support and intervention.

9.11.2 For a permanent exclusion to be imposed, the principal must also be satisfied that to allow the child to remain in the academy would seriously harm the education or welfare of the child or others, such staff or children in the academy.

9.11.3 In deciding whether to issue a suspension or permanent exclusion the academy will have reference to OAT's Suspension and Exclusion policy and legislation that governs the suspension and permanent exclusion of children.

9.11.4 For children who have received more than one suspension within the same academic year, pastoral leaders will commence the 'suspension support checklist' to identify what support, screening, assessments and interventions may be required to support an improvement in behaviour and reduce the risk of further suspensions.

9.11.5 For children with SEND and especially for children with an EHC plan where the academy has concerns about behaviour, leaders of behaviour and SEND should liaise and consider calling an early annual review as per the guidance in the suspension support checklist.

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

9.11.7 For all permanent exclusions, principals must consult with their Education Director before a final decision to permanently exclude is confirmed.

9.11.8 Where the child has an EHCP, OAT's National Director of AP and Special Academies or SEND Lead Practitioners, in addition to the relevant Education Director will have been contacted for consultation before a decision to permanently exclude is made.

9.11.9 Whenever the principal suspends or permanent excludes a child, they must notify the social worker, if the child has one and the Virtual School Headteacher (VSH) if the child is in care.

9.11.10 Where there are safeguarding concerns surrounding a suspension or permanent exclusion, the principal may consider sending the child to a partner academy to serve their suspension or first five days of the permanent exclusion under supervision.

9.11.11 Ormiston Denes Academy works closely with the LA and discuss each case with Suffolks Education Access Team. The LA will be informed of a permanent exclusion within 24 hours of the parents being notified in writing.

10. Graduated approach to behaviour support

10.1 The academy believes that early intervention is crucial in supporting children to improve behaviour. Therefore, staff logging behaviour (both positive and negative) on Arbor allows pastoral and senior leaders to monitor and analyse behaviour patterns and quickly identify those children who may be accruing too many negative behaviour points due to poor behaviour.

10.2 The behaviour and inclusion monitoring system flow chart below shares an overview of the levels of report/support a child may be in receipt of. This also highlights how both pastoral and SEND teams work collaboratively to support children at each stage. The list of actions are not exhaustive and act as prompts to access a wealth of interventions and strategies.

11. Supporting children following a serious sanction or prolonged period of absence from the academy

11.1 Return to learning strategy (reintegration)

11.1.1 A 'return to learning' meeting with parents and the child following a suspension, return from offsite direction and alternative provision is essential for restoring relationships, rebuilding trust, and setting clear expectations for future behaviour. It allows the academy to address the underlying causes of the behaviour, collaborate on support strategies, set targets and ensure the child feels welcomed back into the learning environment. By promoting accountability and involving both parents and the child in the process, the meeting helps prevent future issues and supports a successful reintegration.

11.1.2 Leaders should complete the return to learning form as set out in OAT guidance for academies.

11.1.3 The SENCO will have been consulted prior to any return to learning meetings involving children with SEND to ensure appropriate support is to be discussed.

11.1.4 The academy is committed to the inclusion of parents who may have complex working patterns, mobility or other health issues. Therefore, the academy is able to apply the necessary adjustments to enable full participation in the successful reintegration of their child e.g. attend the return to learning meeting via Teams or by phone or a pre-arranged home visit.

11.1.5 A part time timetable must not be used to manage a child's behaviour, however when supporting a child following a serious sanction or incident, a return from off-site direction, or incoming managed move, a short term reduced timetable may be considered to support a phased return to learning as part of a well planned reintegration plan and if it is in the best interests of the child.

11.1.6 Any reduced timetable as part of a phased return must only be in place for the shortest time necessary and should be documented as part of a formal pastoral support plan. A time-limit should be agreed indicating the point the child is expected to attend full-time education, either at the academy or alternative provision.

11.1.7 Formal arrangements should be in place to review the reduced timetable, return to learning and pastoral support plan with the child and parents every two weeks until the child is accessing full time lessons.

11.2 The Bridge

11.2.1 Children who need more intensive support with their behaviour or pastoral needs or who are at risk of further suspensions or permanent exclusion may be referred to the academy's Pupil Support Unit (PSU), which is called The Bridge. The purpose of the provision can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support children at risk of exclusion

In both circumstances, the underlying ambition is to improve behaviour and maintain learning, with the goal to successfully reintegrate children back into mainstream lessons.

11.2.2 The duration of the placement in The Bridge is reviewed regularly and communicated to stakeholders; this is to ensure a gradual reintegration that is well supported and monitored to give children every chance of success, on a timeline that is tailored to the individual.

11.2.3 Children who have been placed into The Bridge will have gone through the graduated approach to behaviour support in the academy and a thorough referral process.

11.2.4 Children will not be placed in this provision without discussion at academy ISM and High End meetings where leaders of behaviour, SEND, safeguarding and the PSU are present, followed by a meeting with parents and the child.

11.2.5 The education accessed by children in the PSU is of good quality, delivered by qualified staff who have undertaken suitable training and have the relevant experience. The curriculum in the PSU may also address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs.

12. Alternatives to suspension and permanent exclusion

12.1 Alternative provision/off site direction

12.1.1 Movement of children will only occur when all other strategies have been exhausted, including use of assessments, screeners, support and interventions that form part of the academy graduated approach to behaviour and inclusion. Leaders will refer to the suspension support checklist to review what support has already been provided before making a decision on alternative provision or off-site direction.

12.1.2 For the purpose of this guidance, the definition of alternative provision (AP) is when education is arranged for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension and for children being directed to off-site provision to receive education intended to improve their behaviour.

12.1.3 Offsite direction is when the academy requires a child to attend another education setting temporarily to improve their behaviour. During the period of offsite direction:

- The child may be in AP on a part-time schedule with continued mainstream education (hybrid)
- The child may be in full time AP or full time at another mainstream academy
- The child must be dual registered

12.1.4 Parental agreement is not a requirement of off-site direction. Parents must be informed in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before it commences. This written notice will set out: the address at which the education will be provided; the name of the person the child should report to on first attending; the number of days for which the direction is imposed; the reasons for, and objectives of, the direction; and the session times.

12.1.5 Where the academy's gradual approach to behaviour support and interventions has not been successful in improving a child's behaviour, the academy may use off-site direction to arrange time-limited placements at an AP or another mainstream academy. Children accessing this support will be dual registered.

12.1.6 An initial placement meeting should take place between the academy, the offsite direction or alternative provision placement, parent and any other relevant agencies.

12.1.7 The academy will conduct regular review meetings between the academy, placement, parents, child and relevant agencies to determine the impact of the placement and whether there is a requirement to continue or begin reintegration back into the academy with agreed timeframes.

12.1.8 The academy will inform parents in writing no later than six days after a review meeting, whether the requirement to continue the placement will continue and if so, for what period of time including the reasons.

12.1.9 Upon a child's return to the academy the return to learning strategy will be followed and the child given a pupil support plan. To support children to return to learning, the focus of intervention whilst off-site should remain whilst also ensuring the child receives a broad and balanced curriculum.

12.1.10 Where it is believed a child with an EHC plan would benefit from alternative provision, the academy will inform the local authority responsible for the EHC plan so that the authority can then consider whether to review the plan.

12.1.11 Where it is believed a child in care or a child who has a social worker may benefit from an alternative provision placement, the child's social worker and the local authorities Virtual School Head (VSH) must be consulted as soon as possible.

12.1.12 If, following a review of the off-site direction it is agreed that it is in the best interest of the child, a managed move can take place and the child's name can be removed from the admission register of their home school.

12.1.13 The academy will follow OAT guidance for academies about arranging and reviewing alternative provisions and offsite direction placements.

12.2 Managed moves

12.2.1 A managed move is the transfer of a child from one mainstream school (the home school) to another mainstream school (new school), permanently. This is dependent on local schools having the capacity to receive children under this process, which is not always the case. Managed moves must be allocated in line with the school's oversubscription criteria, as outlined in their admissions policy. For this reason, managed moves may not be on offer in all geographical areas.

12.2.2 A managed move can also be undertaken following a period of off-site direction to an alternative provision setting or other mainstream academy where the child is dual registered. If, following a review of the off-site direction it is agreed that it is in the best interests of the child, a managed move can take place and the child's name can be removed from the admission register of their home school.

12.2.3 Managed moves are a voluntary process and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the child's best interests.

13. Restrictive Intervention and Use of Reasonable Force

13.1 Please refer to separate Restrictive Intervention and Use of Reasonable Force Policy.

14. Power to discipline beyond the school gates

14.1 Children and parents should be aware that the behaviour policy can extend to activities outside the school day, off the school premises, including online conduct when the child is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academy
- wearing academy uniform
- in some other way identifiable as a child at the school

14.2 Even when the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another child or member of the public, or could adversely affect the reputation of the academy. This will include any instances of cyberbullying or mis-use of social media.

15. Searching, screening and confiscation

15.1 Please refer to separate Searching, Screening and Confiscation Policy.

16. Suspected criminal behaviour

16.1 If a child is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

16.2 When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

16.3 If a decision is made to report the matter to the police, the [principal / DSL / member of the senior leadership team / pastoral lead/ Safeguarding Team will make the report.

16.4 The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

16.5 The academy will normally inform parents or carers where their child's behaviour is being treated as suspected criminal behaviour, including when a decision is made to report the matter to the police. Parents or carers will not be informed, or informing them will be delayed, where the designated safeguarding lead considers that this would not be in the child's best interests or would place a child at increased risk of harm. Any such decision, and the reasons for it, will be recorded in line with Keeping Children Safe in Education.

16.6 If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions must be recorded on CPOMs.

16.7 Where the academy decides not to report suspected criminal behaviour to the police, this decision and the reasons for it will be recorded in writing, in line with the recording requirements set out in Keeping Children Safe in Education. This record will include a summary of the concern, how it was considered, and the outcome of the decision, and will be recorded on CPOMs alongside any related investigations, decisions and actions.

17. Bullying Behaviour

17.1 Please refer to separate Anti-Bullying Policy.

17.2 The academy has adopted the Anti-Bullying Alliance definition of bullying which states that bullying *"is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."*

17.3 The behaviour policy and use of sanctions will extend to all participants involved in bullying behaviour as group behaviour. The various roles include:

- The **target** (previously referred to as the victim) – the person whom the bullying is aimed
- The **ringleader** (bully or perpetrator) – initiating and leading the bullying but not always 'doing' the bullying
- **Assistant(s**) – actively involved in 'doing' the bullying
- **Reinforcer(s**) – supports the bullying, might laugh, or encourage other people to collude
- **Defender(**s) – stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult
- **Outsider(s**) (previously referred to as bystanders) – ignores any bullying and doesn't want to get involved

17.4 The academy does not accept 'banter' as a defence for bullying behaviour. Banter is defined as 'the playful and friendly exchange of teasing remarks.'

17.5 Behaviour and use of language is not banter if:

- It's hurtful
- It's not between friends
- Someone has asked for it to stop
- The target isn't laughing
- It focuses on someone's insecurities
- It is discriminatory

18. Use of social media

18.1 The policy applies to all forms of social media and applies to the use of social media for both school purposes and personal use that may affect the school, children or staff in any way.

18.2 Misuse of social media may include (this is not an exhaustive list):

- Damaging the academy or its reputation, even indirectly
- Use that may defame the academy staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other children or third parties
- False or misleading statements
- Use that impersonates staff, other children or third parties
- Expressing opinions on the academy's behalf
- Using the academy's logos or trademarks

18.3 Children can report misuse of social media to any member of staff in the academy. This should be logged under E-safety concern if this happens and a member of staff will investigate and sanction where necessary. Any incident relating to safeguarding will be handled by a member of the safeguarding team.

18.4 The academy accepts that social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy of the use of social media will result in sanctions.

18.5 Please also refer to separate Technology Acceptable Use agreement.

19. Malicious allegations

19.1 Malicious accusations against staff can be very damaging for the welfare of the accused member of staff, as the allegation may involve a formal investigation. If the allegation is false, then the child/children may be sanctioned with a suspension. The length of the exclusion and whether it is internal or external will be treated on a case-by-case basis.

19.2 Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, then the child/children may be sanctioned with a suspension. The length of the exclusion and whether it is internal or external will be treated on a case-by-case basis.

19.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO) and OAT's safeguarding team, where relevant) will consider whether the child who made the allegation is in need of help. If so, a referral to children's social care may be appropriate.

19.4 The academy will also consider the pastoral needs of staff and children accused of misconduct.

20. Serious incidents that require investigation

20.1 If there is a serious incident that requires an investigation, this will be overseen by the Vice Principal or Assistant Principal. If neither are available, then the Head of Year or Pastoral Manager will investigate.

20.2 Children directly involved in a serious incident, or as a witness may be separated, isolated or placed under the close supervision of a member of staff whilst initial statements are taken and pastoral support will be offered immediately to support children.

20.3 Parents will be informed as soon as is practically possible within the same day of children directly involved in a serious incident, including incidents considered under malicious allegations (section 19) or misuse of social media (section 18). This applies to any child directly involved, whether as the subject of a concern, an alleged perpetrator, or the child who raised it. Any delay may be associated with staff immediately supporting children and ensuring statements are thorough and truthful. Parents or carers will not be informed, or informing them will be delayed, where the designated safeguarding lead

considers that this would not be in the child's best interests or would place a child at increased risk of harm.

20.4 Where CCTV is available and it has captured a serious incident, this may not be made available to parents when the academy must consider the privacy of other children. The academy must comply with data protection laws.

20.5 Once an investigation has been completed, the principal will review all of the evidence before any decisions are made around appropriate sanctions and/or support and parents will be informed.

20.6 In exceptional circumstances, the academy may temporarily prevent a child from attending the academy site where this is necessary to safeguard children or facilitate a safeguarding investigation. This separation is for safeguarding purposes and is not a disciplinary sanction or suspension. Decisions will be made by the Designated Safeguarding Lead in line with the Safeguarding and Child Protection policy.

21. Mobile phones

21.1 Ormiston Academies Trust is the first Multi Academy Trust (MAT) to completely phase out having access to smart phones during the school day and go completely phone free.

21.2 We believe we have a collective responsibility to restrict children's access to social media and inappropriate content when it is regularly reported that smart phones are a distraction and have a significant impact on mental health, the ability to concentrate and learn free from distraction in school.

21.3 Therefore, Ormiston Denes Academy is a phone free school, this also extends to any other device that can send or receive messages, e.g. smart watches and smart rings.

21.4 For the safety of children and reassurance for parents, our policy is a 'handover' policy. This means that the academy acknowledges that children may require access to their mobile phones when travelling to and from the academy. However, on entry into the academy children must handover their mobile phone (and smart watches/smart rings) to staff and then these are collected at the end of the day.

21.5 At the start of the school day all students will put their mobile devices in a Yonda pouch which will be secured for the duration of the school day. Students will unlock the Yonda pouch as they leave school and retrieve their mobile devices.

21.6 If any child is seen or known to have a phone in their possession throughout the day, it will be confiscated and only returned to a parent. Parents will be notified by [insert communication method] and the phone will be kept in a secure place until it is collected. Parents are to arrange a time and date of when to collect the phone.

21.7 Children will be able to contact home by approaching their Head of Year or Pastoral Manager.

21.8 We will ensure that any important messages from parents are relayed to your child during the day if you call the academy and leave a message with reception.

21.9 Children who refuse to hand the phone over to a member of staff may be placed in Reflection Room for a full day. The phone must be confiscated until a parent collects. Refusal to go into RR will result in further escalated sanctions being considered in line with this policy.

21.10 In exceptional circumstances, a child may be permitted by the principal to use their mobile phone during the school day. For example, medical needs of a child with diabetes who uses an app to monitor blood sugar levels.

22. Monitoring and evaluating academy behaviour

22.1 The analysis of behaviour data helps to identify whether the academy is securing a culture of excellence and draws out behaviour patterns and trends that will inform next steps in supporting children to improve behaviour.

22.2 The academy will collect data on the following:

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

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

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

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

23. Safeguarding

23.1 The academy recognises that changes in behaviour may be an indicator that a child is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a child's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.

23.2 Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

24. Complaints

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

24.2 Concerns about wrongdoing at OAT academies in relation to the behaviour policy, such as malpractice, mismanagement or breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees should be raised using the Whistleblowing Policy.

25. Glossary of terms

Term	Definition
Alternative Provision (AP)	When education is arranged for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension and for children being directed to off-site provision to receive education intended to improve their behaviour.
Education Health and Care Plan (EHCP)	Education, Health and Care Plan is a legal personalised document. It sets out the education, health and social care needs of a child or young person: aged 0 to 25 years old with special educational needs or disabilities, who needs more support in their educational setting beyond the usual resource they provide.
Looked After Child / Child in Care (LAC/CIC)	Looked After Child or Child in Care is a child who is under 18 years of age who is in the care of a local authority or a designated social care body. This means the child is not living with their parents or guardians and their local authority is responsible for providing their accommodation, care, and support.
Managed Moves (MM)	A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. If a temporary move needs to occur to improve a child's behaviour, then off-site direction should be used.
Offsite Direction (OD)	When an academy directs a child to attend another educational setting, such as alternative provision or another mainstream school to improve behaviour.
Parent	Definition of 'parent' can be found in the Education Act 1996. In addition to the child's birth parents, reference to parents in this guidance includes any person who has parental responsibility and any person who has care of the child.

Part time timetable	A school schedule where a child attends fewer hours than the standard full-time education hours. A part time timetable cannot be used to manage behaviour and when it is used it must only be for a short term and only if it is in the child's best interests. Any part timetable must be reviewed every two weeks with a view and plan to return to full time education as soon as possible.
Permanent exclusion (PEX)	When a child is permanently removed from the school roll and is no longer allowed to attend the school following a serious breach or persistent breach of a behaviour policy. This is a type of exclusion.
Child Support Unit (PSU)	A Child Support Unit is a planned intervention occurring in small groups and in place of mainstream lessons within the academy. The purpose of the unit can be two-fold: a) as planned intervention for behavioural or pastoral reasons, b) as a final preventative measure to support childs at risk of exclusion.
Reduced timetable	For the purpose of this guidance, we define this as when a child attends the academy full time but may have a reduced timetable within the academy that means they do not attend all mainstream lessons. This is often used as part of a phased return to learning/reintegration plan.
Suspension	In this guidance, suspension is used to refer to what legislation calls and exclusion for a fixed period. Suspension is a type of exclusion.
Virtual School Head (VSH)	A Virtual School Head is a senior leader within a local authority's education department who focuses on promoting the educational achievement of children and young people in care, previously in care and those with a social worker.