



Positive Discipline for Learning & Life Policy

OGAT Primary & Junior Academies

Be Safe, Be Respectful, Be Responsible

Raising Standards and Transforming Lives

Document control table			
Document title:		Positive Discipline for Learning (Primary)	
Owner (name & job title):		Donna Burnett, Community Executive Principal	
Version number:		V5	
Approved by:		OGAT Board	
Date approved:		29 June 2026	
Date of next review:		June 2027 for September 2027	
Document History			
Version	Date	Author	Note of revisions
V5	June 26	D Burnett	DfE links updated.

Contents

1. Aims and Outcomes	4
2. Legislative Context	4
Equality	4
Legislative References	4
Statutory Guidance Documents	4
3. Roles and Responsibilities	5
4. Expected Standards	7
Expectations for all children	7
Being safe	8
Be Respectful	8
Be Responsible	8
Conduct Outside of the Academy Grounds	9
5. Empowering Routines	9
6. Classroom Management Expertise	10
7. Explicit Teaching of Good Discipline	10
Commonality of Language	10
The OGAT Intrinsic and Enhancement Curricula	10
8. Rewards and Recognition	11
9. Sanctions	11
Sanctions in a Classroom Environment	13
Step-Out Room (C4)	13
Reflection Spaces	13
10. Support Pathways	15
Involving Parents/Carers	15
Direction to Off-Site Alternative Provision	15
Managed Moves	16
SEND and Reasonable Steps	16
Short-Term Reintegration Timetables	17
Safe Spaces	17
Access to Counselling and Pastoral Support	17
Bespoke to Academies	17
11. Suspension	17
Reintegration Meetings	18
12. Permanent Exclusion	19
13. Searching, Screening and Confiscation	20
Confiscated Items	20
14. Mobile Phones	20
15. Appropriate Use of Force	20

1. Aims and Outcomes

Our key aim is to create a positive and happy ethos and culture where our children behave well, have good manners, develop age appropriate self-discipline, engage positively with their learning and show integrity in their words and actions. We want all young people to value their education, and be safe, responsible and respectful to everyone in our shared community. To achieve this, we focus:

1. Building positive relationships between children, families and staff.
2. Promoting harmony in every interaction and, where our children fall below our high expectations, using this to provide a positive educational experience.
3. Focusing positive framing and using praise as a vehicle to recognise and encourage integrity, politeness and kindness.

2. Legislative Context

Equality

The academy is aware of its obligations under the Equalities Act 2010 and our public sector equality duty. The academy takes all forms of prejudice seriously, and we maintain logs on bullying, homophobic, racist and sexist or harmful sexualised behaviour incidents. These are monitored and appropriate actions and interventions put in place (refer to section 11). The academy maintains logs and analyses behaviour data by ethnicity, gender, sexual orientation, pupil premium and special educational need status to identify if children from any protected group are disproportionately affected by our Positive Discipline for Learning policy. Trends and patterns identified are discussed at Academy Council, Senior Leader, Executive Leader and Trust Board meetings.

Legislative References

- [Equality Act 2010](#)
- Sections 90 & 91 of the [Education and Inspections Act 2006](#) detailing the general power to discipline
- Section 94 of the [Education and Inspections Act 2006](#) detailing powers of confiscation
- [Education Act 2002](#).

Statutory Guidance Documents

- [Behaviour in Schools: Advice for headteachers and school staff](#) February 2024
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#) August 2024
- [The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities](#), May 2014
- [Searching, Screening and Confiscation: Advice for schools](#), July 2022
- [Use of reasonable force: Advice for headteachers, staff and governing bodies](#), July 2013

NB: This policy is subject to review at the point at which any of this guidance is reviewed or new guidance comes into force.

3. Roles and Responsibilities

Role	Responsibility
All staff will:	• Expect the highest standards of behaviour and good manners from children through building positive relationships with pupils. • Teach and model to children how to be safe, be respectful and be responsible in the same way that a good parent would do so. • Work to be an expert in classroom management. • Rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict. • Speak to children respectfully, calmly and always be prepared to listen. • Praise, reward and celebrate children consistently for their achievements. • Implement emotion coaching strategies in order to desolate conflict and support children in self-regulation. • Challenge misbehaviour from children consistently and apply the academy rules. • Engage with children to restore relationships wherever needed. • Avoid stereotyped or preconceived judgements about children. • Celebrate cultural diversity within our community. • Communicate regularly with families and update them on areas of celebration and concern.
Class teachers will:	• Work to create a sense of belonging to a class group and school community promoting this positive ethos. • Reward positive discipline and take action to improve poor behaviour. • Monitor and support children's wellbeing and behaviour. • Communicate regularly with families of all children.. • Communicate with other members of staff and others as appropriate. • Meet and provide feedback to families.
Our Pastoral Teams (including Learning Managers and Safeguarding /Attendance Officers) will:	• Model and implement positive discipline for learning consistently. • Meet families to discuss concerns and provide support where needed. • Make referrals and attend regular meetings with various agencies to discuss proactive ways to support children. • Implement and monitor the anti-bullying procedures and take action where necessary. • Provide required documentation for the Behaviour Committee panels and maintain accuracy of information.
Senior Leaders with responsibility for Deep Experience will:	• Lead on the personal development provision throughout the academy, ensuring it links to the needs of children.. • Ensure a highly effective age appropriate personal development curriculum to support personal growth, safety, responsibility and respect.

Senior Leaders with responsibility for Deep Learning will:	• Ensure highly effective pedagogy and practice. • Work with teachers to ensure that lessons are well differentiated to meet the specific needs of individual children. • Oversee curriculum coherence and strong common practice in delivery. • Ensure gaps in learning are identified and ameliorated. • Ensure a strong promotion of reading and appropriate reading support programmes • Work with the SENDCo to develop, train and support staff when teaching children with additional needs.
SENDCo and senior leaders with responsibilities for Deep Support will:	• Coordinate support for all children in accordance with the SEND Code of Practice • Share relevant information with staff and regularly ask for feedback. • Support staff development of Quality FirstWave 1 pedagogy. • Work closely with the pastoral team to discuss proactive strategies to support children. • Support teachers in making reasonable adjustments at each stage of the behaviour process for children with SEND. • Liaise with relevant external agencies and feedback to the pastoral team on outcomes.
The Academy Principal will:	• Identify and provide regular training on a relational approach to behaviour and de-escalation, and wellbeing for staff and children. • Track patterns and trends in behaviour and ensure prompt action to address behaviours. • Ensure relevant support and pathways for sanctions are in place to address behaviour and underlying issues. • Report key data such as suspensions to the Academy Council etc. • Ensure this policy is implemented according to the aims of the policy and the needs of the child. • Show intelligent discretion in the implementation of sanctions. • Secure staff, pupil and family engagement in the culture and behaviour ethos of the school. • Ensure the school is a place worth belonging to for all staff and children. • Uphold the protected characteristics to ensure equity for all. • Secure a safe, responsible and respectful environment for all.
All children will:	• Behave safely, responsibly and respectfully showing consideration for themselves and others both in and outside school. • Follow academy rules, comply with academy procedures and understand why we have them. • Work positively with all adults and each other. • Have pride in yourself, your work and your school. • Wear your academy uniform and wear it properly at all times.

Families will:	• Work with the academy to encourage safety, responsibility, respect, and good behaviour from their children. • Inform the academy of any information which may affect their child's ability to thrive and behave appropriately. • Support the academy's policy on rewards and sanctions. • Attend meetings with staff to discuss their child. • Acknowledge that their child may make mistakes and trust that the academy like them wants the best for their child. • Engage in support mechanisms to help their child develop their behaviour. • Ensure that their child arrives at school wearing the correct uniform and wearing it properly. • Ensure that their child is fully equipped to learn with correct equipment and PE kit when needed. • Regularly check their child's planner and the OGAT parent portal (once available). • Use the Praising Stars report that you receive for your child to discuss their effort in each of their subjects. • Ensure their communication with the school and its staff models the polite respectful approach we promote in school for their children • Make sure that contact details held by the school are accurate and any changes are shared with the school promptly
Academy Council will:	• Support rewards and attend award ceremonies etc. • Sit on behaviour panels to review suspensions and exclusions (as required). • Monitor and review the effectiveness of the policy. • Promote the good discipline approaches of the academy in the community. • Provide appropriate challenge to support the academy to effectively apply this policy

4. Expected Standards

Expectations for all children

We expect children to:

1. Be safe
2. Be respectful
3. Be responsible

We **work** with children to ensure that they understand why it is important to be safe, be respectful and be responsible.

We **teach** children how to be safe, respectful and responsible members of the community because this enables them to learn better and also prepares them for life once they leave our academies.

For children who find it difficult to meet our expectations, we will make reasonable adjustments for them. If a child chooses to behave in a manner which is not safe, respectful or responsible then there are consequences and support in place to help these children to modify their behaviour.

Where patterns of misbehaviour are presented, the school will endeavour to determine if there are any factors, including personal circumstances impacting on the child's decision making, and take a judgement about suitable consequences or support.

In all instances, this will be considered on an individual basis with a personalised response using our existing behaviour expectations alongside SLT support and advice.

Being safe

Children should always act in a way that keeps themselves and others safe, at school, in the community and online. This includes children and adults in the academy. It also extends to visitors and members of the public.

We teach our children to be safe through a programme of activities across the curriculum and within the routines of the school day.

This also forms part of our Outwood Primary Diploma, where children annually achieve the 'keep myself and others safe' pledge.

We encourage children to report concerns about their own safety or the safety of other children to an adult in the academy so that appropriate and timely action can be taken. When moving around the academy we expect all children to do so safely, responsibly and quietly, respecting other children on the corridors and those learning in lessons.

Be Respectful

We expect all members of the academy community to be respectful at all times. Learning and exhibiting good manners is an essential part of growing up and will help our children in all of their future endeavours. Our children should be polite and courteous to each other and to adults at all times. Rudeness towards adults will not be tolerated and children should expect that any rudeness is addressed providing a learning and development opportunity in the context of our intrinsic curriculum. Children should always act respectfully and be kind to everyone. This means treating everyone, of any rank or stature, as important because they are human beings who deserve to be treated with dignity. It also extends to visitors and members of the public. We expect our children to work hard and be nice to people – their peers and adults. We teach our children to be respectful through a programme of activities across the curriculum and within the routines of the school day.

We expect children to be respectful of the hard work that goes into creating a great learning environment for them to study in by ensuring they do not litter, graffiti or cause any damage to academy property. We encourage all children to be respectful of our uniform expectations and to wear their uniform correctly at all times.

Our expectations build our children's good citizenship and personal development.

Be Responsible

Children should always act responsibly. We expect our children to work hard and take responsibility for their own behaviour, actions and learning. This includes behaving well at all times, taking responsibility for looking after the academy's resources, using the building and facilities well as well as working hard to complete all work set.

We teach about the importance of taking responsibility for their own actions. We support children in making the right choices throughout the school day. Children are also encouraged to take responsibility for their own learning by being organised and ready to learn.

We teach our children about the importance of responsibility through a programme of activities across the curriculum and within the routines of the school day.

Conduct Outside of the Academy Grounds

Showing the wider community that we are proud of our school is of great importance. Academy staff have the power to discipline children for misbehaving outside of the academy premises and can discipline children at any time when:

- Taking part in any academy-organised or academy-related activity
- Travelling to and from the academy
- Whilst wearing the academy uniform
- In some other way when the child is identifiable as a member of the academy

The academy can also discipline children at any time for misbehaviour which:

- Has repercussions for the orderly running of the academy
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the academy

In any of these three circumstances the Academy Principal may additionally take the decision to notify the police of the child's behaviour and or make relevant referrals to external agencies such as Prevent, Social services etc.

5. Empowering Routines

There is a great deal of evidence that children thrive and learn well in an environment where routines for learning and conduct are an embedded part of the culture. To this end, academies will have routines for the following:

- Entering the building and their classrooms.
- Starting learning promptly
- Dismissal from lessons
- Signalling for teacher attention (including ensuring that children sit up straight and track the teacher)
- Assembly expectations
- Break and Lunch time routines
- Fire evacuation and assembly routines

Some academies will also have embedded routines for the starts and ends of the academy day as children enter and depart from the academy.

These routines empower learning and support safe movement of groups of children. They remove the cognitive load from children having to remember the different routines and expectations. They also support many of our SEND children who may need routine and structure. As such, our staff regularly practise, rehearse and refine these routines. The routines list is not exhaustive and will be developed further as need arises.

6. Classroom Management Expertise

The Teachers' Standards (Part 1) sets out the clear expectations that teachers set high expectations which inspire, motivate and challenge children. It is also a requirement that they adapt teaching to respond to the strengths and needs of all children and that they manage behaviour effectively to ensure a good and safe learning environment.

It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted negative or disruptive behaviour. This is important because our successes in promoting good discipline and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classrooms. To support this, staff will receive training on de-escalation techniques and positive framing giving opportunities for self-reflection and shared practice.

In modelling the high expectations expected, teachers will:

- Form positive relationships with pupils
- Greet their class and follow the entry routine
- Have an expertly planned lesson with the necessary resources available for all
- Plan a lesson which captures interest and explains relevance
- Ensure children have clarity of intended learning
- Use positive language to frame the expected conduct rather than highlighting the negative behaviours so that children can learn what good behaviour looks like
- Use a range of well-rehearsed de-escalation and classroom management strategies to maintain a highly purposeful learning environment
- Ensure children are made aware of how they will be assessed both formatively and summatively
- Manage the space, monitoring all children's work and behaviour continuously
- Be mobile, rarely sitting at their desk
- Give feedback regularly and constructively
- Maintain a tidy, organised and productive classroom
- Follow the empowering routine for key parts of lessons and the school day
- Remember your individual actions affect the power of our collective action

7. Explicit Teaching of Good Discipline

Our young people need help, support and guidance to understand how to behave appropriately in school, in the community and as future citizens. A great deal of emphasis is placed on explicitly teaching and modelling what good discipline looks like. Particular emphasis is placed on teaching how to be well-mannered and how to show integrity; recognising that these are personal qualities that all essential in life

Commonality of Language

Staff use a common framework of simple language around 'be safe, be respectful and be responsible' to support children in developing the habits of excellent discipline. When a child is not meeting expectations, staff will use this language to explain to them how they are getting it wrong and what they need to do in the future to make better choices.

The OGAT Intrinsic and Enhancement Curricula

The intrinsic and enhancement curricula focus on our children's personal development and well-being and, as such, support our children to grow and develop a good set of personal values and habits. This is

promoted through a wide variety of curriculum experiences including assemblies, the PHSCE curriculum and Relationship and Sex Education lessons.

8. Rewards and Recognition

We believe it is important to regularly recognise and celebrate the achievements of all children who behave well and who work hard because they are **being safe, respectful and responsible** of themselves and others. We believe that good behaviour is best promoted, developed and encouraged in young people by affirming and rewarding the positive behaviour we see our children demonstrate. Praise can be both public and private. We have many ways in which we reward and encourage children to do the right thing. Examples include:

- **Super Swirls**– When adults witness children displaying our 3 academy expectations they may reward a ‘super swirl’. These are collected by children and certificates are awarded for every 100.
- **Praising Stars** – all children receive a Praising Stars report every half term which includes recognition of effort. This is sent home to parents/carers. Children whose effort is particularly high are invited to celebrate at an event hosted by the principal of the academy.
- **Talent Awards** – each half term Talent Awards are awarded across the academy in recognition of exceptional effort, attitudes and achievement in each of the subject areas.
- **Attendance awards** – for children with high or improved attendance.
- **Outwood Primary Diploma** – each year, children work towards the achievement of one of the ‘Primary Pledges’. At the end of each key stage the achievement of these is recognised and the relevant diploma awarded. All children achieve this diploma, some children are awarded a ‘merit’ or ‘distinction’ based on their effort grades and attendance. The 6 annual pledges are:
 - Protect and respect the environment
 - Be a good British and international citizen
 - Make an active contribution to the community
 - Keep myself and others safe
 - Lead a healthy lifestyle
 - Have high aspirations and skills for adult life

Each academy could/will also have additional bespoke praise/rewards that are used to reward children. It will be up to each academy to devise appropriate rewards that give the most impact.

The academy consults regularly with children through school parliament on the range and types of rewards offered.

9. Sanctions

Unsatisfactory behaviour at the academy will neither be ignored nor tolerated. We recognise that children will make mistakes and on occasions may behave unsatisfactorily. We understand that not all behaviour is always choice behaviour in moments of high emotion but **all** behaviour is communication. We do not serve children well if inappropriate behaviour is condoned by adults and excuses are made for poor choices. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate sanctions. We understand that every act of behaviour has a context and we always consider this however we base our sanctions on five key principles:

- **Clarity** - children must know the exact reason why a sanction has been issued
- **Certainty** - children must know that when a staff member has issued a sanction it will happen and that the Positive Discipline for Learning policy will be implemented consistently

- **Immediacy** - to be effective children should sit sanctions on or as close as possible to the time of the misbehaviour
- **Respect** - the decisions of those who are experts in behaviour management and have investigated and/or witnessed the misbehaviour
- **Accept** - that it is in the best interest of the child to learn how to behave in a **safe, respectful and responsible** way

Staff will sanction a child if they misbehave, act unsafely, irresponsibly, disrespectfully, if they break an academy rule or fail to follow a reasonable instruction issued by a staff member. The academy operates a hierarchical sanctions system, with sanctions proportionate to the misbehaviour being challenged. Academy staff (and in particular teaching staff) will make use of a range of behaviour management strategies and sanction to support children, including:

- Emotion coaching
- Restorative practice
- Regulation time
- A verbal reprimand (a reminder or warning)
- A visual reprimand (a logged warning on the Consequences board)
- Changing a child's position in class
- Removing a child from a classroom
- Withdrawal of privileges and social time with peers
- Community/restorative opportunities
- Supported time spent in reflection spaces
- Direction off site, to a neighbouring academy
- Risk assessments
- Pastoral Support Plans
- Managed placement/ move
- Attending an alternative provision programme
- Suspension
- Permanent exclusion

In cases where damage to academy property has occurred, families will be asked to make a full contribution to covering the cost of the damage or clean-up required.

When issuing a sanction, staff will show a positive regard, focusing on teaching and modelling the expected behaviours and restoring the relationship with the child. The focus of sanctions will not purely be punitive but will provide guidance to children so they can make positive changes so that unsatisfactory behaviour is not repeated and so that children have opportunities for both self-reflection and to repair any harm caused.

When issuing a sanction...

...staff will do all they can to:	...staff will avoid:
● Reprimand in private wherever possible - it secures a more positive response ● Remain calm and listen ● Use first names ● Allow time and space to a child who may be exhibiting an angry response ● Praise the child where they are demonstrating that they are taking responsibility for their action	● Public confrontation wherever possible ● Humiliation ● Over-punishing ● Any blanket punishments ● Jumping to conclusions ● Overreacting

• Be fair and consistent • Use the minimum sanction to achieve the desired outcome • Re-integrate the child to class • Seek closure - ensure the child always knows that they have a fresh start and show how relationships can be re-built • Get support from a trusted colleague (New Face) or take the child to a new location where they feel safe (New Space)	
--	--

Sanctions in a Classroom Environment

Consequences of Behaviour is designed to give children choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the child's own learning or that of others. If unchecked this sort of behaviour ruins lessons and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons but it is necessary and provides consistency ensuring children are safe, respectful and responsible in their choices.

All classrooms have a Consequences board. The teacher will verbally remind children of the conduct that is expected. As well as the verbal reminders from the teacher, this serves as a visual reminder so that a child knows they have a chance to correct their behaviour at C1 (first warning), C2 (second warning) or C3 (third warning) before a formal sanction is given. A child in a C3 will be moved by the teacher in the seating plan to give them a further opportunity to re-focus. SLT and Inclusion staff regularly visit classrooms. If a child appears on a C2 or C3 on the Consequences board then they should expect to be spoken to by the member of staff and encouraged to make a positive, immediate change in their behaviour.

The Consequences board will be wiped clean at the end of any individual lesson and every child will be greeted with a fresh start at the beginning of the next lesson.

Step-Out Room (C4)

If, despite these multiple interventions, a child continues to misbehave and disturb the learning of others they will receive a C4 and be asked to leave the lesson and make their way to a partner classroom (Step-Out room). Children are expected to take their work with them to complete in the Step-Out room. Upon arrival, children will be handed a Step-Out reflection sheet asking them to reflect on what has gone wrong in the lesson. At the end of the lesson the child must return to the teacher. They will return their Step-Out reflection sheet to their teacher who will review what has been written.

Children are expected to complete all sanctions issued. Children need to be respectful in their manner when they leave and return to a classroom. If this does not happen, then it is likely that the sanction will escalate to a more serious sanction which could have easily been avoided.

Reflection Spaces

The academy will determine a number of age and need appropriate reflection spaces that children will use should their behaviour escalate further. These spaces should support children who are highly or repeatedly disruptive. They allow time and space for them to be away from other children for a temporary period.

They will always be supported by an adult to work through incidents with a view to reintegrating them back into normal class teaching as soon as possible. This is a serious sanction and is never taken lightly. Parents are fully informed of this serious sanction. Senior leaders monitor which children are involved in such incidents. The Learning Manager acts as gatekeeper to the Reflection Spaces and will maintain accurate electronic record keeping and strong staff and parental communication. Children can be referred to the Reflection Spaces::

- For extremely disruptive or unsafe behaviour (including both physical and verbal aggression, extreme defiance or rudeness to staff)
- After being removed from a Step-Out room (having already been removed from a lesson) (C5)
- When, following a serious incident it is not deemed safe for the child to return to the classroom
- Children may also be placed into the Reflection Room following an incident which is being investigated internally in order to provide a safe-space to provide a written statement

The expectation of children whilst in the Reflection Space is that they complete meaningful work as directed by staff and engage in any intervention support to help them understand their misbehaviour. If children misbehave whilst in the Reflection Space they will be given a reminder Any subsequent misbehaviour will result in referral to the Principal. A child may be suspended or an alternative to suspension sought.

Consequences in Summary:

<u>Prior to formal consequences</u>	<u>Consequences system</u>
• Discussion with child • Extra work or repeating unsatisfactory work until it meets the required standard • Loss of privileges • Spending break or lunch time away from the rest of the bubble (in a safe area of the school that is not used by children in other bubbles) • Break time detention • Lunch time detention • Report cards • Red and Yellow cards issued at social times (e.g. break, lunch) then involve time out and/or lunchtime detentions. • Use of C1-C3 as positive reminders to support children in correcting behaviour and making the appropriate choices.	• C4 will involve the child being given a fresh start for the lesson away from peers. This will be in a 'Step Out Room - a partner classroom'. They will be expected to remain there for the remainder of the lesson. There will be an appropriate follow up detention specified by SLT determined by the age/stage of the child. • C5 – half day away from peers in a space that is appropriate to the age and needs of the child to enable the child to reflect on behaviour and prepare for classroom reintegration. This will be followed by a lunchtime detention. • C6 - temporary suspension* (fixed term exclusion) or internal exclusion) for serious violation of our expectations of children to be safe, respectful or responsible whilst undertaking C5.

It is expected that if a child is issued with a sanction, they complete it. This is about children being responsible for their own behaviour, actions and learning. If a child fails to complete a sanction then further support and/or sanctions will be issued at the discretion of the principal.

Behaviour at social times

Consequences is not used as a behaviour management system at break and lunch times. Academies use a positive play strategy to promote acceptable social behaviour. Where behaviour is not appropriate strategies for managing behaviour will be used to ensure that children recognise the consequences of their actions. A system of red and yellow cards is used during these times. A yellow card is used as a warning in relation to negative behaviour whilst a red card is an immediate time out. Behaviour at social times will be reported in every child's Praising Stars © report.

10. Support Pathways

Involving Parents/Carers

The involvement and support of families is key to supporting our children to become the best version of themselves. Where a child is persistently falling short of our expectations to be safe, be respectful and be responsible, the parents/carers will be invited to meet with a senior member of staff to discuss the support pathways below. Parents/carers receive information three to six times per year through our Praising Stars reports. Parents/ carers have an important role to play in the positive behaviour of their child at school. We recognise it can be difficult for parents when their child misbehaves at school. We encourage parents to work with us and ensure as adults we do not make excuses for children but teach them how they can do better.

If children find it difficult to meet our high expectations of being safe, respectful or responsible, we will support them through appropriate reasonable adjustments and interventions to help them to improve their behaviour.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider whether a multi-agency assessment is necessary.

We recognise that during this time where children have had a significant period of time away from school, some children may need additional support to meet behavioural expectations. Each case will be assessed by senior leaders who will work with families to determine any personalised strategies that are required and can be accommodated.

Direction to Off-Site Alternative Provision

Where there has been repeated and persistent disruption and defiant behaviour, a child may require an Alternative Provision placement for a specified period of time.

The Principal reserves the right to direct children off-site for education to help improve their behaviour and meet need and to commission high quality alternative provision for children if appropriate. Alternative provision will differ from child to child but our guiding principles are that children:

- Realise good academic attainment on par with the mainstream academy (particularly in Maths and English)
- Achieve improved child motivation and self-confidence, attendance and engagement. Have clearly defined objectives for the next steps in education, including reintegration to education.
- Receive high quality personal, social and academic support
- Any provision will be full time in total (but may be a blended combination of different placements, or involve a combination of mainstream and alternative provision). Some children may be on a reduced reintegration timetable as part of an agreement between parent/carer and the academy
- Alternative provision is appropriately registered and meets the relevant safeguarding
- Be time bound and subject to regular review

Once a child has been directed offsite, the placement will be reviewed by SLT each half-term and children's attendance will be checked daily with regular visits made to the provision to check on the child. Parents/carers will be engaged in the decision to direct a child off-site, and information about reviews will be provided to the parents/carers (and to the local authority for children with statements of special

educational need or education and health care plans (EHCP)). Parents/carers and, where the child has an education and health care plan, the local authority, may request in writing that the Trust reviews the placement to ensure the provision achieves the aims listed above. The Trust will comply with this request unless there has been a formal review within the previous 10 weeks.

At the end of any placement the academy will seek an end of placement report from the alternative provision provider and will seek the child's views (if appropriate) as to the success of the placement in order to inform future planning. The academy works with different alternative provision providers as appropriate and dependent on their locality.

Managed Moves

For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. A managed move is a permanent move to a new school. Before a managed move is agreed to, the pupil may be directed off-site (refer to previous section) to attend the new school for a period to ensure that the new school would be suitable for them. At the end of this off-site directed period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes a permanent managed move.

SEND and Reasonable Steps

The academy is an inclusive school and welcomes all children who are a part of our community. Children with special educational needs or a disability (defined in the Equality Act 2010 as a "physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities") are entitled for reasonable adjustments to be made in order to ensure that they are able to access and benefit from the full services provided by the academy. In applying its behaviour policy the academy starts from the viewpoint that all children have the capacity to behave positively, but recognises that some children will require personalised support to allow them to do so, and that it might take longer for some children to be able to learn how to behave in certain situations. When applying sanctions, staff will consider a child's SEND status, and will not sanction a child for any behaviour that follows as a direct result of a SEND need. For example, no child with Tourette's Syndrome would be sanctioned for talking in class if they made involuntary noises; no child with an autistic spectrum condition would be sanctioned for rudeness if they weren't able to hold eye contact with a staff member; nor would a child with ADHD be sanctioned for fidgeting. Equally the academy will not make blanket assumptions of the behaviour of a child based on generic labels of a particular type of special educational need or disability. For example 'autism spectrum condition' covers a broad range of children and no two autistic children are identical. Instead, the academy will use SEND information and the guidance and advice of our expert SENDCo as a starting point in getting to know the individual child, and staff working with these children collectively (and with input from families) over time will build up an individual knowledge of the capacity of a child. The academy may however sanction misbehaviour for children with special educational needs when this is not directly linked to their SEND need. Not to do so, would mean a crucial part of their support was missing and that the academy was not reinforcing appropriate boundaries for children whilst at school. It is not in the best long-term interests of children with special educational needs not to address misbehaviour as this does not prepare them for the wider world beyond school.

Regular rules and routines also form a part of a child's feeling of security and safety and it is important that all children are provided with a safe and predictable environment whilst at school. The academy has a duty to its staff and to other children to ensure that the academy is a safe environment for all. The key questions staff will ask when determining sanctions for children with special educational needs or a disability are:

- Was the behaviour a direct result of their special educational need or disability? (as illustrated above)
- Has the child had sufficient education and support to understand the rule they have broken?
- Does the child lack a more fundamental cognitive capacity to understand choice and consequences in relating to that incident? This consideration is not a formal or written process, but is a dynamic consideration undertaken at the point of issuing a sanction.
- Does the child's SEND Support Plan need reviewing to meet their needs.

Parents and carers of children with SEND are encouraged to communicate with the academy regarding their child's individual needs and this should be done openly and in advance so that the academy is informed of these views and can take them into consideration when putting in place support plans for children with SEND. Children with education and health care plans (EHCPs) may be supported differently to the processes detailed in aspects of this policy.

Short-Term Reintegration Timetables

Very rarely, it may be in the best interest of a child that a short-term reintegration timetable is put into place, to enable them to build up positive experiences in school. This will mean that their time in school is reduced from full-time for a short, specified length of time to help them to re-integrate into lessons. These are reviewed weekly and reported to the Executive team on the weekly TIME reports.

Safe Spaces

It is recognised that when a child is dysregulated in their behaviour, or feeling angry about a situation that they have encountered, they may not immediately be in a position to listen and accept what an adult has to say to them. This is balanced with the need for them to be safe and follow staff instructions. To support this, academies have a number of designated "Safe Spaces" where a child will be asked to sit and will be given appropriate time to re-regulate before a further conversation takes place.

Access to Counselling and Pastoral Support

Academies invest heavily in counselling services and ensure that access to counselling and pastoral support is a core part of the support pathways that are offered. Demand for these services can far outweigh availability and there may be a waiting list for this level of support. Parents/carers should seek support from the academy and from their GP if they are concerned.

Bespoke to Academies

All academies recognise and engage with support agencies with the local offer of the area in which they are located. We constantly challenge ourselves to look for new ways to support children and this offer will vary from academy to academy as new ways of working emerge. Annually, the best practice case studies of work in this area are shared across our Trust.

11. Suspension

Suspension is always the last resort only occurring where all other positive interventions have not worked. It is a serious sanction upon which only the Head of School, Principal or Executive Principal can decide. In making the decision to suspend, all consideration will be given to the factors around the individual children. For example:

- The age and state of health of the child
- The child's previous record at the school
- Any mitigating factors which are unique to the child and may be taken into consideration in relation to the behaviour
- Any external pressures e.g. peer pressure which may have contributed to the behaviour
- Whether the suspension would be a proportional sanction given the severity of the behaviour, frequency of its occurrence and potential for further occurrences in the future
- Whether or not the behaviour impaired or will impair the normal functioning of the child or other children in the school
- Whether additional support from external agencies may be appropriate
- Whether the suspension would be a suitable response to a child with SEND
- Whether the child and their behaviour can be accommodated without the use of suspension

Only in extreme circumstances of persistently disruptive behaviour or for one off misdemeanours of a very serious or unsafe nature will the Executive Principal or Principal/Head of School consider the option of fixed term suspension.

Such misdemeanours are likely to include:

- Serious failure to comply with a reasonable repeated request from a senior member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or children
- Possession of drugs and/or alcohol related offences
- Serious failure to comply with the requirements of the 'Consequence System'
- Wilful and / or malicious damage to property
- Homophobic, sexist or racist bullying
- Bullying of a sustained and serious nature
- Sexualised behaviour and misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the academy
- Persistent defiance or disruption (including failure to comply with the requirements of the Consequences system)
- Assaults or fighting that are not premeditated or planned in nature
- Other serious breaches of academy rules

The academy recognises the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases a suspension would not exceed 5 days fixed term. Where it is necessary to suspend a child for a longer period, the academy will ensure that provision is offered to the child from the 6th day onwards.

Reintegration Meetings

Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start
- help them understand the impact of their behaviour on themselves and others
- teach them to how meet the high expectations of behaviour in line with the school culture

- foster a renewed sense of belonging within the school community; and - build engagement with learning

School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

Following a reintegration meeting it is likely that one or more of the support pathways will be put into place immediately.

Should a parent/carer not be able to attend then a member of staff will call to rearrange the meeting or conduct the meeting with the child. We encourage parents to engage in reintegration meetings as suspension is a serious sanction.

12. Permanent Exclusion

“The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.”

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, School suspensions and permanent exclusions - GOV.UK, August 2024](#)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or one-off' offence. These offences might include:

- serious actual or threatened physical assault against another child or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon (see below)
- making a malicious serious false allegation against a member of staff
- Placing children, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

A Principal may also permanently exclude a child for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community

Further legislative information with respect to the carrying of offensive weapons can be found here:

<https://www.gov.uk/government/publications/the-offensive-weapons-act-2019>

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual.

When a child is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the academy is located. The Clerk to the

Academy Council will liaise with parents/carers and convene a Behaviour Committee to review the Permanent Exclusion on or before the 15th day of the exclusion.

13. Searching, Screening and Confiscation

Please refer to DfE guidance: [Searching, screening and confiscation: Advice for head-teachers, school staff and governing bodies](#), January 2018,

Confiscated Items

The academy has the right to confiscate, retain or dispose of a child's property as a punishment if reasonable in the circumstances. Academy staff can seize any prohibited item found as a result of a search and can also seize any item considered harmful or detrimental to school discipline. The academy and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures. The academy will dispose of items in the following ways:

- Weapons, child pornography, or items which are evidence of an offence will be handed to a police officer
- Alcohol, tobacco, cigarettes and papers, e-cigarettes, fireworks will be disposed of by the academy. They will not be returned to the child
- Controlled substances will usually be passed to the police, but may be disposed of by academy staff if there is good reason to do so. The Deep Support Lead will take into account the relevant circumstances to determine whether they can safely dispose of the seized article. Where academy staff suspect that a substance is controlled it will be treated as a controlled substance
- Items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of
- Items banned under the school rules will either be returned to parents, or disposed of. Jewellery can be collected by children at the end of the day
- Stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

The academy will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found.

14. Mobile Phones

Mobile phones have no place in school. Children are not permitted to use mobile phones on the school site. Phones should be turned off before entering school and handed in as per our school procedure. Should a child require the use of mobile phone technology to manage medical conditions eg Type 1 diabetes, bluetooth hearing aids etc, this will be allowed. Should a child be seen with a mobile phone then they will be asked to turn off the phone and hand it over. The phone will be secured in the academy safe until a parent/carer can collect it (or as otherwise directed by the Community Executive Principal). Any refusal to comply with this reasonable request will result in referral to the Principal for an appropriate and serious sanction to be issued. Reasonable adjustments are made for children who require their mobile phone for medical reasons such as hearing impairment, diabetes. These arrangements are agreed with individuals as appropriate.

15. Appropriate Use of Force

Please refer to DfE guidance: [Use of reasonable force: Advice for head-teachers, staff and governing bodies](#),

In some situations it may be necessary for staff to use reasonable (“no more than is needed”) force in order to control or hold children so that they do not cause harm to themselves or others. This could range from a staff member forcibly guiding a child to safety by the arm in an emergency through to breaking up a fight or where a child needs to be restrained in order to prevent injury or violence. The academy recognises that all members of academy staff have a legal power to use reasonable force. In addition all members of academy staff act under a professional duty of care towards our children to protect them from harm. Reasonable force will only be used by academy staff to prevent children from hurting themselves or others. A decision to intervene is solely down to the professional judgement of the individual staff member and will always depend on the unique circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

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

During the use of any reasonable force staff must attempt to communicate, by::

- Issuing clear verbal instructions;
- Warning the child wherever possible of the consequences of failing to comply with instructions;
- Keeping talking and listening throughout (to the child) to try to calm the situation;
- Use only the minimum force necessary and for the minimum period necessary;
- Seek to avoid any injury to the child;
- Cease the use of restraint as soon as safety is re-established.

The academy will provide training for staff to ensure they know and understand the legal boundaries on the appropriate use of force. The academy will source more detailed and specialist training for key pastoral staff and members of the behaviour team as appropriate to enable them to safely carry out their responsibilities. The academy does not require parental consent to use reasonable force. The academy maintains a log of ‘uses of reasonable force’. This log is maintained by the Designated Safeguarding Lead and will be reviewed at-least each half term by the executive team and academy council. Following a use of force against a child, academy staff will make a decision as to whether or not to inform the child’s parents/carers. It is expected that in most cases parents/carers will be contacted, however there may be some circumstances when a decision to contact parents/carers is not taken. Complaints about the use of force by staff members will be investigated in line with the academy’s complaints and safeguarding policies. The information above refers only to the use of force to restrain or control, there are other occasions when physical contact other than reasonable force may be proper and necessary.

These may include:

- Demonstrating how to play a musical instrument
- Demonstrating coaching techniques in PE
- Comforting a distressed child
- Providing first aid
- Congratulating or praising a child

Any aspects of this type of physical contact must be conducted with the child's consent and will always recognise the inherent power imbalance between staff and child. Annual training will be provided to all staff covering this point.

No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help Outwood children make better choices and learn the right lessons.