



Positive Discipline for Learning and Life Policy

Be Safe, Be Respectful, Be Responsible

OGAT Secondary Academies (11-16)

Raising Standards and Transforming Lives

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1. Aims and Outcomes

Our key aim is to create a positive and happy ethos and culture where our students 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 on:

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

Emotional Coaching (relational approach)

We use the visual representation of the OGAT Pyramid to illustrate how during their time with us, our students can strive to be **top of the pyramid**. This supports them to develop their positive citizenship. We want our students to do this not only because they have to, but because they want to, to develop their maturity to do the right thing. We celebrate and recognise the many occasions each week where students reach the “top of the pyramid” conducting themselves with integrity and maturity. We want all of our students to reach high and aim for the top of the pyramid.



Standards of behaviour in the academy are governed by our collective actions; we depend upon each other. All staff have a professional responsibility to follow the guidelines set out in this policy.

High standards of behaviour are vital in ensuring that teachers can teach and children can learn. Having high expectations is also pivotal in ensuring that young people feel safe in school. Attention to small details such as uniforms allow conversations to be focused upon learning.

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, pupil premium and special educational need status to identify if students 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

- [Equalities 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](#) July 2026
- [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
- [Restrictive interventions, including use of reasonable force, in schools](#), April 2026

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 student facing staff will:	• Expect the highest standards of behaviour and good manners from students • Teach and model to students how to be safe, be respectful and be responsible in the same way that a good parent/carer would do • Work to be an expert in behaviour management • Rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict • Speak to students respectfully, calmly and always be prepared to listen • Praise, reward and celebrate students consistently for their achievements • Challenge misbehaviour from students consistently and apply the academy rules • Engage with students to restore relationships wherever needed • Avoid stereotyped or preconceived judgements about students • Celebrate cultural diversity within our community • Communicate regularly with parents/carers and update them on areas of celebration and concern

Tutors will:	• Work to create a sense of belonging to a tutor group and school community promoting this positive ethos • Reward positive discipline and take action to improve poor behaviour • Monitor and support student wellbeing and behaviour, using the report process where necessary • Communicate regularly with parents/carers of all tutees • Communicate with subject staff and others as appropriate • Meet and provide feedback to parents/carers
Subject Leaders will:	• Ensure staff follow strategies for effective classroom management • Monitor classroom practice through regular learning walks and behaviour tracking • Support teachers in use of this policy and the following up of incidents • Support with the behavioural professional development needs of staff • Ensure elements of personal development and growth are covered within the curriculum so students are safe, responsible and respectful • Teach good learning habits, attitudes and discipline through their subject delivery
Learning Managers and Inclusion staff will:	• Model and implement positive discipline for learning consistently for their year group • Meet parents/carers to discuss concerns and provide support where needed • Make referrals and attend regular meetings with various agencies to discuss proactive ways to support students • 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
Deep Experience Lead will:	• Lead on the pastoral provision in tutor time, ensuring it links to the needs of the year group • Ensure that year group SLT links regularly visit their tutor teams and support them in the effective delivery of the tutor group programme • Ensure a highly effective age appropriate personal development curriculum to support personal growth, safety, responsibility and respect
Deep Learning Lead will:	• Ensure highly effective pedagogy and practice • Ensure that lessons are well differentiated to meet the specific needs of individual students • Oversee curriculum coherence and strong common practice in delivery • Ensure gaps in learning are identified and ameliorated • Ensure the highly effective implementation of the OGAT Literacy for Learning policy to ensure that our students can fully access the curriculum • Ensure a strong promotion of reading and appropriate reading support programmes

	• Work with the SENDCo to develop, train and support staff when teaching students with additional needs
SENDCo will:	• Coordinate support for all students in accordance with the SEND Code of Practice • Share relevant information with staff and regularly ask for feedback • Support staff development of Quality First Wave (Wave 1) pedagogy • Work closely with the pastoral team to discuss proactive strategies to support students • Monitor behaviour logs of SEND students to ensure reasonable adjustments are made at each stage of the behaviour process • Liaise with relevant external agencies and feedback to the pastoral team on outcomes
Deep Support Lead will	• Be active and involved in managing behaviour and role modelling expectations • Take action with regard to serious incidents and persistent disruption • Oversee liaison with outside agencies • Identify and provide regular training on behaviour and de-escalation, and wellbeing for staff and students • 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 referrals to the Reflection Room and suspensions to the Academy Council etc.
The Academy Principal will:	• 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, student and parent/carer engagement in the culture and behaviour ethos of the school • Ensure the school is a place worth belonging to for all staff and students • Uphold the protected characteristics to ensure equity for all • Secure a safe, responsible and respectful environment for all
All students will:	• Behave safely, responsibly and respectfully showing consideration for themselves and others both in and outside school • Commit to developing your maturity and good citizenship to be top of the pyramid • 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
Parents/carers 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 the correct stationery 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

Be Safe

We expect students to be safe in the choices that they make. The CHOICES acronym serves as a useful reference and mnemonic for students and staff. In order to keep all students safe we expect students to follow instructions from staff first time, every time. We encourage students to report concerns about their own safety or the safety of other students to an adult in the academy so that appropriate and timely action can be taken. When moving around the academy we expect all students to do so safely, responsibly and quietly, respecting other students on the corridors and those learning in lessons, as a result of split lunch and break times.

Outwood Safety CHOICES:

C	Concerns should be reported to an adult immediately
H	Help others when they need it
O	Offer support to others
I	Instructions from adults should be followed immediately, at all times
C	Careful and sensible movement around the building
E	Ensure that you always keep yourself and others free from danger
S	Stay in permitted areas only



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 students in all of their future endeavours. This is captured by the acronym; STEPS in figure 3. We expect students to speak politely and respectfully to adults and to their peers. We expect students 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 students to be respectful of our uniform expectations and to wear their uniform correctly at all times.

Be phenomenal and remember...

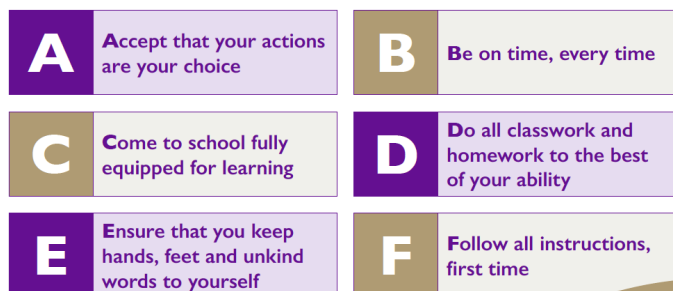


Rudeness towards adults will not be tolerated and students should expect that any rudeness is addressed providing a learning and development opportunity to be top of the pyramid. Students are expected not just to comply with academy rules, but to comply with politeness and respect. Our rules and expectations build our students' good citizenship and personal development to be top of the pyramid.

Be Responsible

As part of learning to be a responsible citizen of the future, we expect our students to take responsibility and show self-discipline and good self-organisation. This includes being on time to the academy and to lessons, completing homework, preparing at home for assessments and coming to school fully equipped to learn with a school bag, planner, pencil case and basic stationery items. To support this, most academies provide stationery items for students to purchase at a small cost. Planners are an important part of everyday learning and organisation. They have sections each week for "to do" lists which help students to learn the key skills of organisation and prioritisation and contain useful resources for their lessons.

Outwood basics for learning A B C D E F



There is an expectation that students demonstrate their maturity and ability to take responsibility for the consequences of their own actions and understand how their actions might affect others in our academy community. We encourage parents/carers to recognise that their child may get things wrong and to not make excuses for or condone their poor behaviour.

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 students for misbehaving outside of the academy premises and can discipline students 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 student is identifiable as a member of the academy

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

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

In any of these three circumstances the Deep Support Lead may additionally take the decision to notify the police of the student's behaviour and or make relevant referrals to external agencies such as Prevent, Early Help, Social Services etc.

5. Empowering Routines

There is a great deal of evidence that students 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 lessons and starting learning promptly
- Dismissal from lessons
- Signalling for teacher attention (including ensuring that students sit up straight and track the teacher)
- Form Time
- 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 students enter and depart from the academy.

These routines empower learning and support safe movement of large numbers of students. They remove the cognitive load from students having to remember the different routines and expectations of the many specialist staff whose lessons they visit daily. They also support many of our SEND students who may need routine and structure. As such, our staff regularly practise, rehearse and refine these routines.

6. Classroom Management Expertise

The Teachers' Standards (Part 1) sets out the clear expectations that teachers set high expectations which inspire, motivate and challenge students. It is also a requirement that they adapt teaching to respond to the

strengths and needs of all students 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:

- Meet the class outside the room, start on time 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 students have clarity of intended learning
- Use positive language to frame the expected conduct rather than highlighting the negative behaviours so that students 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 students are made aware of how they will be assessed both formatively and summatively
- Manage the space, monitoring all students' work and behaviour continuously
- Be mobile, rarely sitting at their desk
- Give feedback regularly and constructively, using the OGAT Feedback and Assessment policy
- Maintain a tidy, organised and productive classroom
- Follow the empowering routine for lesson exit to support the calm and purposeful movement of students around the academy site
- 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 employers look for. Alongside ensuring our students are being safe, respectful and responsible as the aim to be top of the pyramid.

Academy Conduct and Expectations (ACE) Programme

The ACE programme is our induction programme for Year 7 students supporting their transition to secondary education to ensure they gain clarity and understanding in the conduct expected of them. The central messages of Be Safe, Be Respectful, Be Responsible sit at the heart of the programme. The delivery model for this programme varies from academy to academy but the full programme will be delivered over the first weeks of the academic year. As part of the programme students can work towards and achieve Bronze, Silver and Gold level accreditation by evidencing their ability to demonstrate our expected standards of discipline. Students will be awarded an ACE badge at their current level of accreditation which can be worn on the academy blazer with pride.

ACE Redeem: Where a student later falls short of our expectations to be safe, be respectful and be responsible, any badge awarded may be removed by the ACE programme leader. A meeting will be held with parents/carers and the student will be placed onto a positive ACE report card over the course of a set period of time. The report card will set out the clear success criteria for re-accreditation. Throughout this monitoring period the student will receive additional support and intervention from their Learning Manager/ACE programme leader and they may be assigned a positive staff mentor. This supports some students to aim to be top of the pyramid and understand and practise how to achieve this over time.

ACE Arrival: We recognise the importance of ensuring students who join the academy mid-year in any year group receive clear information and guidance about our expectations. The ACE Arrival programme is a two-hour programme which is completed by students and their parents/carers as part of the academy admissions process. Our aim is that this clarity of expectation supports students and their families in the transition to a new school helping them to quickly join our top of the pyramid culture.

Commonality of Language

Staff use a common framework of simple language around 'be safe, be respectful and be responsible' to support students in developing the habits of excellent discipline. When a student is not meeting expectations, staff will use this language to explain to students how they are getting it wrong and what they need to do in the future to make better choices. The OGAT pyramid i.e. "being top of the pyramid" and "It is Who I am" are also common features of language used to highlight when students are showing integrity or where steps to climb the pyramid need to be taken.

The OGAT Intrinsic and Enhancement Curricula

The intrinsic and enhancement curricula focus on our students' personal development and well-being and, as such, support our students to grow and develop a good set of personal values and habits. This is promoted through a wide variety of curriculum experiences including assemblies, tutor groups, careers, mentoring, Relationship and Sex Education and LIFE lessons etc.

8. Rewards and Recognition

We believe it is important to regularly recognise and celebrate the achievements of all students 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 students demonstrate. Praise can be both public and private, and we believe that all students are entitled to be recognised positively for:

- Academic achievement
- Effort with classwork and homework
- Behaviour and manners - **being safe, respectful and responsible**
- Taking full opportunity of the enrichment programme
- Contribution/representation to/of the academy
- Being an ambassador for our academy
- Going above and beyond to help or support another

The academy maintains an electronic record of all praise data and provides a range of opportunities to celebrate our students' achievements and personal growth. There is great creativity and innovation in

academies around praise projects such as PROUD Thursdays, Aspire Lounge privileges, EI Praising Stars events and termly achievement assemblies. Best practice case studies around student praise and recognition are shared across the Trust.

The academy consults regularly with students through student voice on the range and types of rewards offered.

9. Sanctions

Unsatisfactory behaviour at the academy will neither be ignored nor tolerated. We recognise that young people 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** - students must know the exact reason why a sanction has been issued
- **Certainty** - students 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 students should sit sanctions on or as close as possible to the date 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 student to learn how to behave in a **safe, respectful and responsible** way

Staff will sanction a student 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 students, including:

- Emotion coaching
- Restorative practice
- A verbal reprimand (a reminder or warning)
- A visual reprimand (a logged warning on the Consequences board)
- Changing a student's position in class
- Removing a student from a classroom
- The setting of written reflective or restorative tasks
- Withdrawal of privileges and social time with peers
- Community/restorative opportunities
- Issuing sanctions (such as tiered detentions of varying length and at different times of the day)
- Tiered report cards and behaviour contracts
- Time spent in our Reflection Room
- Referral to the Personalised Learning Centre (or in some academies the Personal Development Centre)
- Direction to a neighbouring academy

- Risk assessments
- Pastoral Support Plans
- Managed placement
- Attending an alternative provision programme
- Suspension
- Permanent exclusion

In cases where damage to academy property has occurred, students and their 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 student. The focus of sanctions will not purely be punitive but will provide guidance to students so they can make positive changes so that unsatisfactory behaviour is not repeated and so that students 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 student who may be exhibiting an angry response ● Praise the student where they are demonstrating that they are taking responsibility for their action ● Be fair and consistent ● Use the minimum sanction to achieve the desired outcome ● Re-integrate the student to class ● Seek closure - ensure the student 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 student to a new location where they feel safe (New Space)	● Public confrontation wherever possible ● Humiliation ● Over-punishing ● Any blanket punishments ● Jumping to conclusions ● Overreacting

Sanctions in a Classroom Environment

Consequences of Behaviour is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student'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 students are safe, respectful and responsible in their choices.

All classrooms have a Consequences board. The teacher will verbally remind students of the conduct that is expected. As well as the verbal reminders from the teacher, this serves as a visual reminder so that a student 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 student on a C3 may 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 student appears on a C2 or C3 on the Consequences board then they should expect to be spoken to outside of the classroom by a member of staff and encouraged to make a positive, immediate change in their behaviour. A student who persistently appears on the Consequences board should expect to receive a poor effort for learning grade on their Praising Stars report for that subject in that reporting cycle. A phone call or in-person meeting with parents/carers may also take place.

Step-Out Room

If, despite these multiple interventions, a student 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 the Step-Out room. This room may be another classroom on the timetable or in a centralised location in the academy. Students are expected to take their work with them to complete in the Step-Out room. Upon arrival, students 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 student must return to the teacher where an appropriate sanction, usually a detention, will be issued. They will return their Step-Out reflection sheet to their teacher who will review what has been written.

Students are expected to complete all sanctions issued. They are also expected to be responsible and ensure they return to the teacher for the sanction to be issued. Students 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.

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

Sanctions Outside of the Classroom

Students are expected to be safe, be respectful and be responsible when moving around the academy site in between lessons and during social time. They are expected to wear the academy uniform properly at all times. Where this doesn't happen, students will be addressed by a member of staff who will positively frame the behaviour that is expected. The member of staff may refer to SLT to ascertain whether a sanction is needed. Where a student is not respectful during any interaction with a member of staff, then the seriousness of the sanction issued will reflect this.

Failure to Complete Sanctions Issued

Students are expected to complete any sanction issued to them on the date for which the sanction is scheduled. Any failure to comply with this expectation will likely result in an escalation to a more serious sanction. Within the Consequences system, failure to complete a C4a detention will likely escalate to a C4b detention which, if then not completed could result in a very serious escalation to the Reflection

Room for half a day plus the detention that still hasn't been completed (C5a) or a full day plus the detention that still hasn't been completed (C5b).

10. Reflection Room (and Personal Development Centre in some Academies)

The academy operates a Reflection Room where highly or repeatedly disruptive students can be placed away from other students for a temporary period. This is a serious sanction and is never taken lightly. Parents/carers are fully informed of this serious sanction. Senior leaders monitor which students are required to attend. The Consequences Coordinator acts as gatekeeper to the Reflection Room to maintain accurate electronic record keeping and strong staff and parental communication. The Reflection Room is staffed by the academy's most senior and highly trained staff. Members of the senior leadership team, middle leaders and learning managers staff this provision and determine how long students remain and what work they will do whilst placed there. Students can be referred to the Reflection Room:

- 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)
- When, following a serious incident it is not deemed safe for the student to return to the classroom
- For defiant behaviour such as failure to follow other sanctions that are given to students before the serious step of time in the Reflection Room such as the non-completion of C4b detentions
- Students 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

Students in the Reflection Room will have appropriate time to use the toilet, and if students are in the Reflection Room over lunch time they will be served a meal and given a supervised break. The expectation of students whilst in the Reflection Room is that they complete meaningful work in silence as directed by staff and engage in any intervention support to help them understand their misbehaviour. If students misbehave whilst in the Reflection Room they will be given a reminder, with up to four warnings and will be removed to have a reinforcement conversation with a member of the senior leadership team who may also choose at this stage to notify parents/carers. Following this removal they will be returned to the Reflection Room (still on a warning). Any subsequent misbehaviour will result in referral to the Principal. A student may be suspended or an alternative to suspension sought.

Some academies operate a further provision: the Personal Development Centre. Referral to the PDC and the length of referral is a decision made only by the Principal as an alternative to a fixed-term suspension. It is a serious intervention and parents/carers are notified. Referrals will be for a maximum of 3 days. The PDC is staffed by a highly-trained PDC Co-ordinator. This colleague will work with students who are referred, to ensure that they complete the work set by their class teachers and also have opportunity for restorative and reflective work. This work is focused on ensuring students know what is expected of them in terms of being safe, respectful and responsible. The aim is to successfully reintegrate students quickly back to the mainstream curriculum armed with skills and strategies to make good behaviour choices and re-engage with their route to being top of the pyramid.

11. Support Pathways

Involving Parents/Carers

The involvement and support of parents/carers is key to supporting our students to become the best version of themselves. The student planner should be checked by someone at home each day. Where a student 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/carers when their child misbehaves at school. We encourage parents/carers to work with us and ensure as adults we do not make excuses for young people but teach them how they can do better.

Monitoring Report Cards

With the aim of helping a student to improve their effort and attitude in class, we operate a tiered monitoring report card system. As part of this support pathway, a student is allocated a key member of staff who will review the report card each day. Parents/carers will be informed that their child is being placed onto a report card for an initial period of one week. At the end of this monitoring period, the key staff member will decide whether to complete, extend or escalate for the following week.

- Green report card - Monitored by Form Tutor or Head of Department
- Amber report card - Monitored by Learning Manager or member of SLT
- Red report card - Monitored by the Principal

Fresh Start Intervention

As stated above, sanctions have the biggest impact in changing a student's behaviour when they have clarity and immediacy. If a student owes a number of sanctions then this becomes impossible. In this scenario, a student may be referred for a Fresh Start intervention during which they will:

- Complete the time owed relating to sanctions in a short block of time
- Be allocated a staff mentor
- Complete reflective work in the form of the Fresh Start booklet
- Receive a new planner from the academy to signal a Fresh Start
- Be placed onto a Fresh Start monitoring chart for a period of 4 weeks
- Receive a phone call home at the end of each week to celebrate success

Addressing Internal Truancy

When students are not being responsible for attending their lessons and being where they should be at the correct time, this can cause a potentially serious safeguarding issue. Where a student has not arrived at a lesson within the first 10 minutes, this is classed as internal truancy. When this happens, the student will receive an appropriate sanction during which a member of SLT or the Learning Manager will meet with the student to look at the causes of the internal truancy and to try and remove any barriers that the student is facing in attending lessons. This could be linked to:

- Timetable issues
- Seating plans
- PE Kit/Equipment issues
- Anxiety or lack of confidence
- Etc

The seriousness of the safeguarding risk will be explained to the student and home will be contacted. Should this become a pattern of behaviour then a truancy panel will be convened by the Vice Principal Deep Support and the leaders in Deep Learning and Deep Experience as well as the student's Learning Manager. Parents/carers will be invited to attend the panel and there is some pre-panel information that the family should complete prior to attending. The aim of the panel is to address the serious safeguarding risk posed by internal truancy and to draft a contract detailing expectations of the school, home and the student. This will then be subject to a 6 week monitoring period before a review meeting with home is held. The student's success in addressing their internal truancy and being safe, respectful and responsible will be recognised as part of the monitoring.

Referral to the Personalised Learning Centre: “Back on Track” Curriculum

Students who require support to help them to access and engage in mainstream education may be referred to the PLC. The support might be focussed on supporting behaviour, improving attendance, helping a student with their mental health or for medical reasons. Each academy will decide on the focus of their PLC. Time spent in the PLC may be full time, for a period of 6 weeks or for a small specific chunk of time. During this time students will complete work set by their class teachers and also undertake a bespoke curriculum. The number of students accessing the PLC will be much lower than a typical mainstream lesson to facilitate a better staff to student ratio. The aim of the PLC will always be to help students return to their mainstream lessons. Student's progress towards this goal will be reviewed at regular Inclusion Team meetings. Parents/carers will be informed of their child's progress. The PLC may operate slightly different times to the main school and some schools may offer bespoke break and lunch times. It is staffed by a trained PLC Coordinator. Often, students will receive support and intervention from external agencies during their time in the PLC.

Not all academies operate a PLC. Currently, Outwood Academy Easingwold and Outwood Academy Ripon do not have a PLC, therefore this would not be used within their behaviour support intervention pathways.

Direction to Off-Site Alternative Provision

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

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

- Realise good academic attainment on par with the mainstream academy (particularly in Maths and English), with appropriate accreditation and qualifications
- Achieve improved student motivation and self-confidence, attendance and engagement. Have clearly defined objectives for the next steps in education, including reintegration to mainstream education, progression to further education or training or employment
- 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 students may be on a reduced reintegration timetable as part of an agreement between parent/carer and the academy
- Alternative provision will be appropriately registered. Where this is not the case the academy will ensure it follows the principles outlined in the OGAT alternative provision policy
- Be time bound and subject to regular review

Once a student has been directed offsite, the placement will be reviewed by SLT each half-term and students attendance will be checked daily with regular visits made to the provision to check on the student. Parents/carers will be engaged in the decision to direct a student off-site, and information about reviews will be provided to the parents/carers (and to the local authority for students with statements of special educational need or education and health care plans (EHCP)). Parents/carers and, where the student 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 6 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 student's views (if appropriate) as to the success of the placement in order to inform future planning. Where Outwood Grange Academies Trust operates its own alternative provision the academy can utilise, then the academy will make referrals to this placement as appropriate to meet the principles listed above. 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/carers 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/carers) 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 students who are a part of our community. Students 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 students have the capacity to behave positively, but recognises that some students will require personalised support to allow them to do so, and that it might take longer for some students to be able to learn how to behave in certain situations. When applying sanctions, staff will consider a student's SEND status, and will not sanction a student for any behaviour that follows as a direct result of a SEND need. For example, no student with Tourette's Syndrome would be sanctioned for talking in class if they made involuntary noises; no student 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 student with ADHD be sanctioned for fidgeting. Equally the academy will not make blanket assumptions of the behaviour of a

student 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 students collectively (and with input from parents and carers) over time will build up an individual knowledge of the capacity of a child. The academy may however sanction misbehaviour for students 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 students whilst at school. It is not in the best long-term interests of students 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 students' feeling of security and safety and it is important that all students are provided with a safe and predictable environment whilst at school. The academy has a duty to its staff and to other students to ensure that the academy is a safe environment for all. The key questions staff will ask when determining sanctions for students 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 student had sufficient education and support to understand the rule they have broken?
- Does the student 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 student's SEND Support Plan need reviewing to meet their needs

Parents and carers of students with SEND are encouraged to communicate with the Deep Learning Lead, Deep Support Lead and SENDCo 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 students with SEND. Students 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 student that a short-term reintegration timetable is put into place. 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 at school level weekly and the executive team have oversight through their regular monitoring. There is an expectation that the time spent in school is reviewed weekly at the Inclusion meeting.

Safe Spaces

It is recognised that when a student is deregulated 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 student will be asked to sit and will be given appropriate time to re-regulate before a further conversation takes place.

Access to Student Counselling

Academies invest heavily in Student Counselling services and ensure that access to student counselling 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 students 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.

12. 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 students. For example:

- The age and state of health of the student
- The student's previous record at the school
- Any mitigating factors which are unique to the student 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 student or other students in the school
- Whether additional support from external agencies may be appropriate
- Whether the suspension would be a suitable response to a student with SEND
- Whether the student 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 (including smoking on school site)
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Serious failure to comply with the requirements of the 'Consequence System' see section 2 above
- 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 student for a longer period, the academy will ensure that provision is offered to the student 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/carers 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 (see Section 11) 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 student. We encourage parents/carers to engage in reintegration meetings as suspension is a serious sanction.

13. 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, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#), July 2026)

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 student 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 students, 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 student 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.

In addition, the following would be considered to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system

When a student 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.

14. Searching, Screening and Confiscation

Please refer to DfE guidance: [Searching, screening and confiscation: Advice for head-teachers, school staff and governing bodies](#), July 2022.

In addition to the list of prohibited items listed in this guidance, the Trust considers the following items to be prohibited in school:

- Electronic cigarettes and Vapes
- Contraband in the form of crisps, sweets, chewing gum and fizzy or energy drinks

Screening (using hand-held metal detectors) may be conducted to maintain a safe environment. Please note that if a student refuses to be screened, or if screening raises reasonable grounds to suspect they are in possession of a prohibited item, the process may escalate to a full search in accordance with the DfE guidance.

It should be noted that the Trust remains highly concerned about the use of Electronic cigarettes and vapes and the yet unknown associated health risks. Any behaviours involving such items will be treated seriously and the academy will expect full parental/carers support.

Confiscated Items

The academy has the right to confiscate, retain or dispose of a students' 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 student
- Contraband in the form of crisps, sweets, chewing gum and fizzy or energy drinks will be disposed of
- 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/carers, or disposed of. Jewellery can be collected by students 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.

15. Mobile Phones

Mobile phones have no place in school. Students in Years 7 to 11 are not permitted to use mobile phones on the school site. Phones should be turned off before the purple line and placed in the student's bag. Should a student require the use of mobile phone technology to manage medical conditions eg Type 1

diabetes, bluetooth hearing aids etc, this will be allowed and the student will carry a permission card. Should a student 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 students who require their mobile phone for medical reasons such as hearing impairment, diabetes. These arrangements are agreed with individuals as appropriate.

16. Restrictive intervention including use of reasonable force

Please refer to DfE guidance: [Restrictive interventions, including use of reasonable force, in schools](#), April 2026

In some situations it may be necessary for staff to use reasonable (“no more than is necessary”) 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.