



King's Academy Oakwood Behaviour and Conduct Policy

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1.Aims

King’s Academy Oakwood (KAB) is committed to working in partnership with staff, students and parents/carers to ensure our high expectations of all students are embedded in our school community everyday. Our aim is to establish and build upon positive relationships between stakeholders in order for all students to feel valued and respected to enable effective learning to take place. Our policy is based on King’s Group Academies ‘Opportunity and Success on a Global Stage’ which encompasses the Academy’s vision for everyone to ‘DARE to be Remarkable’. This policy aims to provide staff, parents/carers and students with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices. King’s Group Academies values of **Honesty, Faith & Courage** underpin everything that we do here at King’s Academy Oakwood.

1.1.Behaviour is everybody’s responsibility, not someone else’s.

When behaviour of our students falls below our high expectations, it is important that every incident of unsettled behaviour is addressed and dealt with by the member of staff who saw and engaged with it.

This policy aims to:

1. Provide a consistent approach to behaviour management.
2. Define what we consider to be unacceptable behaviour, including bullying and discrimination.
3. Outline how students are expected to behave.
4. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
5. Outline our system of rewards and sanctions.
6. Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
7. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
8. Outline the expectations and consequences of behaviour
9. Provide a consistent approach to behaviour management that is applied equally to all students
10. Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

1. [Behaviour in schools: advice for headteachers and school staff 2022](#)
2. [Searching, screening and confiscation: advice for schools 2022](#)
3. [The Equality Act 2010](#)
4. [Keeping Children Safe in Education](#)
5. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
6. [Use of reasonable force in schools](#)
7. [Supporting pupils with medical conditions at school](#)
8. [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

9. [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Positive Behaviour and Conduct

At King's Academy Oakwood, we have high expectations for all our Learners.

All students are expected to uphold the King's Group Academies (KGA) values of Honesty, Faith & Courage. Within the Academy, we expect all students to display DARE habits as outlined below in order to DARE to be Remarkable.

| | D.A.R.E Habits |
|----------------------|--|
| Determination | <ul style="list-style-type: none"> ● Not giving up. ● Starting tasks straight away. ● Completing all work set ● Independently finding solutions to problems. |
| Aspiration | <ul style="list-style-type: none"> ● Challenging yourself. ● Always trying your best. ● Trying a tricky/difficult task. ● Having a desire to achieve. ● Wanting to be the best that you can be. ● Being prepared for all learning with the correct kit/equipment. |
| Respect | <ul style="list-style-type: none"> ● Respecting each other's ideas. ● Forming positive relationships with others. ● Listening actively and using respectful language. ● Working without disrupting the learning of others. ● Treating all others kindly in class and on the playground/during social times. ● Behaving in an orderly and self-controlled way around school. ● Wearing the correct uniform at all times. ● Accepting sanctions when received by not arguing with staff. ● Refrain from behaving in a way that brings the school into disrepute, including when outside school or online. |
| Enthusiasm | <ul style="list-style-type: none"> ● Showing an interest in your learning. ● Responding eagerly. ● Being willing to have a go and get involved. ● Taking learning beyond the classroom. |

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the schools' culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the schools' behaviour culture.

Remarkable Routines

Students and staff follow expectations for seven 'Remarkable Routines' which outline expected behaviour in the following areas of Academy life:

1. Travelling to school
2. Arriving at school and entry
3. Moving around school

4. During lessons
5. Leaving a classroom
6. Social times
7. Ending the day positively

These routines aim to reduce cognitive load for both students and staff in order for them to display positive habits in these seven areas.

3.1 DARE Points

Achievement points can be awarded by any member of staff to any student for recognition of our core habits - '*Dare to be Remarkable*'. Our dare values of **D**etermination, **A**spiration, **R**espect, **E**nthusiasm are promoted through the award of DARE points.

Students can be awarded DARE points for positive actions in all lessons, and areas of the school community.

Staff are expected to award DARE points each week.

The school aims to award DARE points to behaviour points at the ratio **10:1** and points are rewarded in the following ways:

| | |
|---------------|--|
| Staff Rewards | <ul style="list-style-type: none"> ● Verbal and written praise to student ● DARE points ● Phone call/email home ● Postcard home ● Letter of congratulations ● Displaying students work ● Star of the week ● DARE student of the term |
| Phase leader | <ul style="list-style-type: none"> ● DARE points ● Phone call/email home ● Postcard home ● Letter of congratulations ● Individual award certificates/prizes ● Roles of responsibility ● Reward visit/activity ● DARE student of the term |

As students collect DARE points, they will qualify for the following rewards:

3.2 Primary School Rewards

3.2.1 Individual points

| Points | Reward |
|--------|----------------------|
| 10 | A sticker |
| 25 | Scented sticker |
| 35 | Rubber |
| 50 | Pencil |
| 65 | Ruler |
| 80 | Bronze certificate |
| 100 | Silver certificate |
| 120 | Gold certificate |
| 160 | Platinum certificate |
| 200 | Golden ticket |

3.2.2 Whole Class points

| Points | Reward |
|--------|-------------------------------|
| 1000 | A whole class fun activity |
| 2000 | A whole class movie afternoon |
| 3000 | Whole class special day |

4. Expectations and Definitions

4.1 Misbehaviour

4.1.1 Misbehaviour

Misbehaviour is defined as:

Any behaviour that disrupts the good order of the school, impacts a student’s progress and development, or fails to meet the expectations set out in Section 6 of this policy. The majority of these behaviours will be ‘warn’ behaviours as described below in section 4.1.5A.

These types of misbehaviour could include but are not exclusive of:

- 1.Unsettled behaviour in lessons, in the corridors between lessons, toilets, before/after school, and at break and lunchtimes
- 2.Wasting learning time
- 3.Actively disrupting the learning environment
- 4.Reminder of instructions/behaviour needed
- 5.Not meeting DARE values
- 6.Being rude to staff or students
- 7.Arguing
- 8.Not following staff instructions (open defiance)
- 9.Non-completion of classwork
- 10.Poor attitude
- 11.Incorrect uniform, uniform defiance
- 12.Disruptive behaviour
- 13.Failure to meet the school’s core expectations
- 14.Use of mobile phone/device on the school site.

4.1.2 Serious Misbehaviour

Serious misbehaviour is defined as:

Any behaviour that prohibits learning taking place, endangers others or brings the school into disrepute. The majority of these behaviours will be ‘ban’ behaviours which are detailed below in section 4.1.5B

These types of serious misbehaviour (in alphabetical order) could include but are not exclusive to:

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|---------|--|
| 4.1.2.1 | Abuse against sexual orientation |
| 4.1.2.2 | Abuse relating to disability |
| 4.1.2.3 | Bullying |
| 4.1.2.4 | Child on child abuse (sexual, physical or emotional) |
| 4.1.2.5 | Damage to property |
| 4.1.2.6 | Dangerous behaviour, including breaches of health and safety measures, in lessons, in the corridors between lessons, toilets, before/after school, and at break and lunchtimes |
| 4.1.2.7 | Defiance |

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| 4.1.2.8 | Derogatory language against a protected characteristic (race, sex, sexual orientation, being pregnant or on maternity leave, gender reassignment, disability, religion or belief). |
| 4.1.2.9 | Discriminatory behaviour (protected characteristics) |
| 4.1.2.10 | Drug and alcohol related incidents |
| 4.1.2.11 | Inappropriate use of social media or online technology |
| 4.1.2.12 | Persistent or general disruptive behaviour (Warn & Ban behaviour) |
| 4.1.2.13 | Physical assault against student or adult |
| 4.1.2.14 | Racist abuse |
| 4.1.2.15 | Repeated breaches of the school's Code of Conduct. |
| 4.1.2.16 | Sexual misconduct |
| 4.1.2.17 | Sexual harassment, meaning unwanted conduct of a sexual nature, such as: <ul style="list-style-type: none"> ● Sexual comments ● Sexual jokes or taunting ● Physical behaviour like interfering with clothes ● Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of explicit content) ● Sexual misconduct, violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent). |
| 4.1.2.18 | Smoking and vaping |
| 4.1.2.19 | Swearing at staff |
| 4.1.2.20 | Theft |
| 4.1.2.21 | Use of or threat of use of an offensive weapon or prohibited item |
| 4.1.2.22 | Verbal abuse/threatening behaviour against a student or staff member |
| 4.1.2.23 | Willful and repeated transgressions of protective measures in place to protect public health |

4.1.3 Prohibited Items

Possessions of any prohibited items (banned on the school site) will be treated as serious misbehaviour. These include:

Alcohol

Any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury, or damage to the property of any person (including the student).

1.1.1.1.illegal drugs;

1.1.1.2.knives and weapons

1.1.1.3.stolen items;

1.1.1.4.any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student).
- an article specified in regulations:
- tobacco and cigarette papers;
- E cigarettes and vapes;
- fireworks; and
- pornographic images.

In addition to the items above. Below is a list of banned items which must never be brought onto the KAO school sites:

Mobile phones, aerosol sprays, chewing gum, energy drinks, laser pens and tippex.

Whilst mobile phones are allowed for safety reasons when travelling to and from school in year 5 and 6, whilst on the school site mobile phones are banned. ([See mobile phone policy for further information](#)).

4.1.4 'Warn and Ban' Behaviours

At King's Academy Oakwood we have categorised types of behaviour into either disruptive or disrespectful behaviours:

- 1.Disruptive behaviours are behaviours that impact negatively on the learning environment of students. This type of behaviour will result in the staged use of the 'Consequence System'. See section 9.4.
- 2.Disrespectful behaviours are more severe. In the case of disrespectful behaviour, there is no staged approach. The final level of the 'Consequence system', will be used immediately.

4.1.5 Behaviour Stages

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| Ready to learn | Expectation that all students are ready to learn and following Remarkable Routines. |
| Make better choices | Verbal warning given with expected behaviour reminded. |
| Teachers choice | A consequence will be given appropriate to the action. |

5. Bullying

Bullying can be defined as:

'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'

Anti-Bullying Alliance

5.1 Types of Bullying

There are various types of bullying, but most have these three factors in common:

- 1.It is deliberately hurtful behaviour.
- 2.It is repeated over time.
- 3.There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can take many forms. The various types of bullying include:

- 1.Physical – e.g. hitting, kicking, pushing, taking belongings.
- 2.Verbal – name calling, insults, prejudice remarks.
- 3.Emotional – e.g. humiliating someone, names calling, insulting names/comments. victim
- 4.Driven by a prejudice – this could be based on gender identity or sexual orientation, racism or victimising those with SEN or disabilities, children who are looked after, adopted or carers.
- 5.Indirect – e.g. spreading malicious rumours (true or untrue), excluding individuals from social groups, family feuds brought into school.
- 6.Cyber – e.g. text messages, social media posts/messages, gaming, use of photographs/videos.

King's Academy Oakwood has a Anti-Bullying policy which is separate from this Behaviour Policy. This is in line with the Department for Education statutory guidelines and is available on our schools' website. Further details can be found in the Anti-Bullying Policy link below:

[KAB Anti-Bullying Policy 2025](#)

5.2 Prejudice Related Incidents

- 1.Incidents will be recorded in the Prejudice Related Incidents Log (In line with the Single Equality Duty, Equalities Act 2010)
- 2.All incidents will be reported to the Local Authority via the annual data collection system

- 3.All Incidents are investigated fully
- 4.Incidents will be sanctioned depending on their severity
- 5.Further information is in the Academy’s Equality Information and Objectives on the following link
<https://www.kgabinfield.uk/page/?title=Policies&pid=18>

Remember, the school cannot deal with problems unless we know that a problem exists.

6. Roles and responsibilities

The various roles detailed below with their responsibilities:

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| The Trustees | I.Responsible for monitoring the effectiveness of this Behaviour Policy and holding the Executive Principal to account for its implementation. Convene disciplinary panels as required. |
| The Governing Body | I.Reviewing and approving the written statement of behaviour principles. II.Reviewing this behaviour policy in conjunction with the headteacher. III.Monitoring the policy’s effectiveness. IV.Holding the Executive Principal to account for its implementation. |
| The Executive Principal | I.Reviewing and approving this behaviour policy. II.Ensuring that the school environment encourages positive behaviour. III.Ensuring that staff deal effectively with poor behaviour. IV.Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students. V.Ensuring that all staff understand the behavioural expectations and the importance of maintaining them. VI.Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully. VII.Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy. VIII.Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary. IX.Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy. |
| Behaviour Lead | I.Responsible for writing and reviewing the Behaviour Policy. II. Support and advise staff in upholding the Behaviour Policy. III. Analyse and evaluate data termly for achievement, behaviour, exclusions and bullying incidents. IV. Monitor and analyse policy data and prepare relevant reports. |

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| <p>The Senior Leadership Team</p> | <p>I.Support and advise staff in upholding the Behaviour Policy. II.Support staff in dealing with serious incidents which breaches the Behaviour Policy. III.Monitor and analyse policy data and prepare relevant reports.</p> |
| <p>Phase leaders</p> | <p>I.Consistently apply the Behaviour Policy. II.Manage rewards and sanctions for designated year groups. III.Applying this behaviour policy to incidents of misbehaviour within the year group and apply appropriate actions. IV.Support students and staff with ensuring high expectations are maintained and positive behaviour choices are encouraged and celebrated. V.Support students with strategies to improve their behaviour in instances where expectations are not met. VI.Communicate regularly with parents/carers, school staff and external agencies, building positive relationships. VII.Ensure Classcharts/SIMS contains relevant information to track and monitor behaviour of all students to apply sanctions and rewards, as appropriate. VIII.Ensure records maintained on student’s files where serious incidents of behaviour have been reported, investigated and sanctioned, as appropriate.</p> |
| <p>Teachers and Staff</p> | <p>I.Creating a calm and safe environment for students. II.Establishing and maintaining clear boundaries of acceptable student behaviour. III.Implementing the behaviour policy consistently. IV.Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with students. V.Modelling expected behaviour and positive relationships. VI.Providing a personalised approach to the specific behavioural needs of particular students. VII.Considering their own behaviour on the school culture and how they can uphold school rules and expectations. VIII.Recording behaviour incidents promptly. IX.Challenging students to meet the school’s expectations. X.The senior leadership team (SLT) will support staff in responding to behaviour incidents. XI. Communicate regularly with parents/carers building positive relationships.</p> |
| <p>Parents and carers</p> | <p>I. Get to know the school’s behaviour policy and reinforce it at home where appropriate. II. Support their child in adhering to the school’s behaviour policy.</p> |

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| | <p>III. Inform the school of any changes in circumstances that may affect their child's behaviour.</p> <p>IV. Discuss any behavioural concerns with the class teacher/phase leader promptly.</p> <p>V. Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).</p> <p>VI. Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.</p> <p>VII. Take part in the life of the school and its culture.</p> <p>VIII. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.</p> |
| Students | <p>Students will be made aware of the following during their induction into the behaviour culture:</p> <p>I. The expected standard of behaviour they should be displaying at school (Remarkable Routines)</p> <p>II. That they have a duty to follow the behaviour policy.</p> <p>III. The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.</p> <p>IV. The pastoral support that is available to them to help them meet the behavioural standards.</p> <p>V. Students will be supported to develop an understanding of the school's behaviour policy and wider culture.</p> <p>VI. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.</p> |

6.1 Pastoral Support

King's Academy Oakwood promotes equality by giving all students the same opportunities. We recognise our legal duty under the Equality Act 2010 to ensure students with a protected characteristic have the same opportunities to reach their full potential. Equitable learning is promoted by striving to meet the individual needs of all students. There are times when reasonable adjustments are required to allow this to happen.

We have our Safeguarding Team, Attendance Officer, SENCO, LSAs, ELSA and Family Support Worker. The person allocated to working with individuals will be dependent on student needs and relationships.

7. School behaviour curriculum

Students will be regularly reminded about our behaviour culture:

1. The expected standard of behaviour they should be displaying at school

2. That they have a duty to follow the behaviour policy
3. The school's key rules and routines
4. The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
5. The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards.

Students will be supported to develop an understanding of the schools' behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

8. Mobile phones

The Department for Education offers the following guidance for schools concerning the permission of mobile phones in school: "allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers should consider restricting or prohibiting mobile phones to reduce these risks"

(Behaviour in Schools, 2022, p.23)

Students are not permitted to use their mobile phones on the school site or whilst participating in school related activities, such as extra-curricular clubs or trips, this is including the playground and outside social areas.

At King's Academy Oakwood, students in years 5 and 6 may bring a mobile phone with them to school. These students will be expected to hand their mobile phone into the main reception upon arrival at school, where it will be locked away for the duration of the school day. The mobile phone will be handed back at the end of the school day. Students in all other year groups are not allowed to bring a phone to school except in exceptional circumstances when this will be prearranged with the Head of Primary or Executive Principal e.g. diabetic monitoring.

If a child's phone is seen or heard throughout the academy day, it will be immediately confiscated to be stored in a secure location in the office for parental collection. Phones will not be released to students. (Schools are permitted to confiscate phones from students under sections 91 and 94 of the Education and Inspections Act 2006) Staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation.

The DfE guidance allows staff to search a student's phone if we have reason to believe the phone contains pornographic images, or it is being/has been used to commit an offence or cause personal injury. If this is suspected and this action needs to be taken, it will be carried out by two members of staff and a member of the Senior Leadership Team will be present for this search to take place. Parents will be notified that this action has been taken.

Any member of staff can log an infringement for use of a mobile phone during the school day. Infringements are logged on Class Charts and the number of infringements incurred by a student is monitored.

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| Consequence | Device confiscated and kept at the main office. Class teacher phone call home. Parental collection of device. |
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Further details can be found in our Mobile Phone Policy here
<https://www.kgabinfield.uk/page/?title=Policies&pid=18>

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

1. Create and maintain a stimulating environment that encourages students to be engaged
2. Display the Remarkable Routine Posters and the behaviour ladder in classrooms
3. Develop a positive relationship with students, which may include:
 - 3.1. Greeting students at the start of the day and the start of every lesson
 - 3.2. Establishing clear routines
 - 3.3. Communicating expectations of behaviour in ways other than verbally
 - 3.4. Highlighting and promoting good behaviour
 - 3.5. Concluding the day positively and starting the next day afresh
 - 3.6. Having a plan for dealing with low-level disruption
 - 3.7. Using positive reinforcement

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

<https://www.kgabinfield.uk/page/?title=Policies&pid=18>

9.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward as described in section 3 above. This provides an opportunity for all staff to reinforce the school's culture and ethos.

9.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. No student will be discriminated against due to protected characteristics as outlined in the [Equality Act 2010](#).

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The DARE expectations with the accompanying Rewards section (Section 3 above) and Sanctions sections (Section 9.4 below), clearly set out standards for good conduct. We know students do better when they receive recognition and our rewards system aims to acknowledge and promote the good conduct and achievement of all our students.

There are times when students need to be held accountable for their actions and choices of behaviour. Our system of sanctions sets out what will happen if a student's conduct does not meet our expectations. We have categorised behaviours into two categories which are detrimental to learning: disruptive behaviours and disrespectful behaviours.

King's Academy Oakwood is clear that it is the students' disruptive/disrespectful behaviour/conduct which will not be tolerated and not the individual themselves. The Academy has adopted a restorative approach to behaviour management which aims to build positive relationships between students, staff and parents/carers in order for all students to be supported in becoming the best version of themselves, successful learners and have an understanding on how their behaviour choices impact others.

Communication with parents/carers will take place periodically when a student's behaviour is becoming a cause for concern.

King's Academy Oakwood Primary response to disruptive and disrespectful behaviours.

Students who display 'disruptive' or 'disrespectful' behaviours will receive a 'teachers choice' sanction. This could include an educative and restorative conversation, loss of social time, phone call home and/or designated time out.

9.4.1 Behaviour and Sanctions

The Academy may use one or more of the following sanctions in response to misbehaviour.

This list is meant as a guide, if any of these behaviours are shown, the sanctions could include, but are not limited to:

| | Behaviour category | Consequence/sanction | Possible DfE External suspension reason (code) |
|---|--|---|--|
| 1 | Disruptive behaviour: Make better choices Teachers choice | Educative and restorative conversation Loss of social time Phone call home Designated time out Internal suspension (persistent) Fixed period external suspension (persistent) Permanent suspension (persistent) | Persistent disruptive behaviour (DB) |
| 2 | Disrespectful behaviour: Make better choices Teachers choice | Educative and restorative conversation Loss of social time Phone call home Designated time out Internal suspension (persistent) Fixed period external suspension (persistent) Permanent suspension (persistent) | Persistent disruptive behaviour (DB) Verbal abuse/threatening behaviour against pupil (PP) Verbal abuse/threatening behaviour against adult (VA) |
| 3 | Use of mobile phone on the school site | Confiscation Contact home (See section 8 for Mobile Phones guidance) | |
| 4 | Late to school | Contact home Referral to local authority | |
| 5 | Incorrect uniform | Contact home | |
| 6 | Incomplete homework | In KS1 and lower KS2 (Year 3 and Year 4) teachers will encourage homework to be completed and speak with parents regarding this. In Year 5 and Year 6 incomplete homework will be completed at lunchtime. | |
| 7 | Bullying | Educative and Restorative Discussion Refer to Class teacher Refer to Phase Leader | Abuse against sexual orientation (LG) Bullying (BU) Racist abuse (RA) |

| | | | |
|----|-----------------------------------|---|--|
| | | <p>Time Out</p> <p>If persistent:</p> <p>Internal suspension</p> <p>Fixed period external suspension</p> <p>Permanent suspension</p> | <p>Abuse relating to disability (DS)</p> <p>Inappropriate use of social media or online technology (MT)</p> |
| 8 | Prejudiced related incidents | <p>Educative and Restorative Discussion</p> <p>Refer to Class teacher</p> <p>Refer to Phase Leader</p> <p>Refer to DSL/SLT</p> <p>Time Out</p> <p>If persistent:</p> <p>Internal suspension</p> <p>Fixed period external suspension</p> <p>Permanent suspension</p> | <p>Abuse against sexual orientation (LG)</p> <p>Bullying (BU)</p> <p>Racist abuse (RA)</p> <p>Abuse relating to disability (DS)</p> <p>Inappropriate use of social media or online technology (MT)</p> <p>Verbal abuse/threatening behaviour against pupil (PP)</p> <p>Verbal abuse/threatening behaviour against adult (VA)</p> |
| 9 | Prohibited item related incidents | <p>Educative discussion</p> <p>Loss of social time</p> <p>Phone call home</p> <p>Designated time out</p> <p>Internal suspension</p> <p>Fixed period external suspension</p> <p>Permanent suspension</p> | <p>Use or threat of use of an offensive weapon (OW)</p> <p>Drug and alcohol related (DA)</p> <p>Damage property (DM)</p> |
| 10 | Serious misbehaviour | <p>Educative discussion</p> <p>Loss of social time</p> <p>Phone call home</p> <p>Designated time out</p> <p>Internal suspension</p> <p>Fixed period external suspension</p> <p>Permanent suspension</p> | <p>Abuse against sexual orientation (LG)</p> <p>Abuse relating to disability (DS)</p> <p>Bullying (BU)</p> <p>Damage property (DM)</p> <p>Drug and alcohol related (DA)</p> <p>Inappropriate use of social media or online technology (MT)</p> <p>Verbal abuse/threatening behaviour against pupil (VP)</p> <p>Verbal abuse/threatening behaviour against adult (VA)</p> |

| | | | |
|----|---|--|--|
| | | | Use or threat of use of an offensive weapon (OW) Physical assault adult (PA) Physical assault against pupil (PP). Racist abuse (RA) Sexual misconduct (SM) Willing and repeated transgression of protective measures in place to protect public health (PH) Theft (TH) |
| 11 | Transgressions of protective measures in place to protect public health | Educative discussion Loss of social time Phone call home Designated time out Internal suspension Fixed period external suspension Permanent suspension | Willing and repeated transgression of protective measures in place to protect public health (PH) |

9.4.2 Other sanctions which may be used as required

1. Behaviour Support Plan
2. Loss of social time privileges
3. Removal from the classroom for a specified length of time
4. SLT report
5. Internal suspension served at another school site
6. Direction to another education setting to improve behaviour for a defined period of time
7. Managed move/Fair Access Panel referral

Higher sanctions will be applied to persistent misbehaviour and incidents of serious misbehaviour. Personal circumstances of the student will be taken into account when issuing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Any sanction applied will be carefully considered and will be lawful; reasonable; fair and proportionate.

9.4.3 Internal Suspension

Students may be placed in internal suspension by SLT if appropriate. This will be in response to serious or persistent breaches of the Code of Conduct/behaviour for learning policy. Students will be supervised to work independently and be out of circulation during social times. Parents/Carers will be informed and the reason communicated.

In cases where immediate internal suspension takes place, this will be communicated at the next available opportunity to Parents/Carers. This could include whilst an incident is being investigated and it is not deemed safe for a student to be in general circulation.

If a student is absent on the day of their scheduled time in internal suspension they will complete this the next day they attend school.

An internal suspension may be fulfilled at another local school if it is deemed necessary, this could be used to avoid the use of an external fixed period suspension.

9.4.3B Restorative Justice/Practice

At King's Academy Oakwood we believe that every student can make positive choices when it comes to their behaviour. At King's Academy Oakwood it is negative behaviours that we challenge in order for students to be successful and build positive relationships moving forward. Every student will have a fresh start following negative behaviour in order to move forward. This is done when both parties are ready.

Repairing the relationship is vital in order for both parties to work successfully together within the school community.

9.5 Reasonable force

Use of Reasonable Force is conducted in line with the DfEs latest guidance on [Use of Reasonable Force in Schools](#)

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

1. Causing disorder
2. Hurting themselves or others
3. Damaging property
4. Committing an offence

Incidents of reasonable force must:

1. Always be used as a last resort
2. Be applied using the minimum amount of force and for the minimum amount of time possible
3. Be used in a way that maintains the safety and dignity of all concerned
4. Never be used as a form of punishment
5. Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.

9.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.6.1 Confiscation

Any prohibited items (listed in section 4.1.3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

9.6.2 Searching a Student

Searches will only be carried out by a member of staff who has been authorised to do so by the Designated Safeguarding Lead (DSL), or by the Executive Principal themselves.

Searching will be conducted by a member of staff who is the same sex as the pupil being searched, and there will be a witness who is a staff member, and who, if possible, is the same sex as the pupil being searched.

Searching will only be carried out by a member of staff who is the opposite sex as the pupil being searched/without a witness present where there is a reasonable belief that a risk of serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

An authorised member of staff of a different sex to the student can carry out a search with another member of staff as a witness if:

1. The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
2. In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
3. It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Executive Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

1. Assess whether there is an urgent need for a search
2. Assess whether not doing the search would put other students or staff at risk
3. Consider whether the search would pose a safeguarding risk to the student
4. Explain to the student why they are being searched
5. Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
6. Explain how and where the search will be carried out
7. Give the student the opportunity to ask questions
8. Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the Executive Principal, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4.1.3.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

1. Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
2. Hats, scarves, gloves, shoes, boots

9.6.3 Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

1. Classroom trays
2. Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4.1.3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

9.6.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

1. Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
2. If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.6.5 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4.1.3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

1. What happened
2. What was found, if anything
3. What has been confiscated, if anything
4. What action the school has taken, including any sanctions that have been applied to their child

9.6.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.6.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

9.6.7.1 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

9.6.7.2 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

1. The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
2. The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

1. Act to safeguard the rights, entitlement and welfare of the student
2. Not be a police officer or otherwise associated with the police
3. Not be the headteacher
4. Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

9.6.7.3 Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

1. Taking part in any school-organised or school-related activity (e.g. school trips)
2. Travelling to or from school
3. Wearing school uniform
4. In any other way identifiable as a student of our school
5. Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
 - 5.1.1. Could have repercussions for the orderly running of the school
 - 5.1.2. Poses a threat to another student
 - 5.1.3. Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

9.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

1. It poses a threat or causes harm to another student
2. It could have repercussions for the orderly running of the school
3. It adversely affects the reputation of the school
4. The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

9.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Designated Safeguarding Lead (DSL) or member of the Senior Leadership Team will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

1. Proportionate
2. Considered
3. Supportive
4. Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

1. Responding to a report
2. Carrying out risk assessments, where appropriate, to help determine whether to:
 - 2.1. Manage the incident internally
 - 2.2. Refer to early help
 - 2.3. Refer to children's social care
 - 2.4. Report to the police

[Please refer to our child protection and safeguarding policy for more information.](#)

Decisions regarding sanctions will be made on a case by case basis, ensuring other professionals are consulted with where appropriate.

9.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our [child protection and safeguarding policy](#) (KAO version) for more information on responding to allegations of abuse against staff or other students.

10. Serious sanctions

10.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour detailed in section 4 of this policy. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is a BAN behaviour which warrants immediate removal.

Removal can be used to:

1. Restore order if the student is being unreasonably disruptive
2. Maintain the safety of all students
3. Allow the disruptive student to continue their learning in a managed environment
4. Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of the leadership or pastoral team, and will be removed for a maximum of 60 minutes unless it is deemed that they are not ready to return to lessons.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents and carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

1. Meetings with external agencies for support
2. Use of support staff (behaviour support worker, Learning support assistants, Pastoral support worker)
3. Short term behaviour report cards
4. Behaviour individual support plans
5. Long term behaviour plans
6. Pupil support unit
7. Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log on Class Charts.

10.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Executive Principal and only as a last resort.

Please refer to our exclusions policy for more information.

<https://www.kgabinfield.uk/page/?title=Policies&pid=18>

11. Responding to misbehaviour from students with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

1. Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
2. Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
3. If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

These could include:

1. Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
2. Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
3. Adjusting uniform requirements for a student with sensory issues or who has severe eczema
4. Training for staff in understanding conditions such as autism
5. Use of separation spaces (sensory room and learning support) where students can regulate their emotions during a moment of sensory overload

11.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

1. Whether the student was unable to understand the rule or instruction?
2. Whether the student was unable to act differently at the time as a result of their SEND?
3. Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

11.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a Student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Further support and details on how to request support and guidance from Bracknell Forest can be found on the link below:

[Bracknell Forest IASS](#)

12. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

Students who have been removed from a lesson or spent time in internal or external suspension will have access to the following support:

1. Restorative discussion with the member of staff who gave the sanction.
2. Form tutor, department, YPL or SLT daily report card with SMART targets.

- 3.Support from the behaviour support worker, pastoral support worker or YPL as appropriate and required.
- 4.Re-entry meeting following external suspension

Student transition

13.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

Our staff are provided with training on positively managing behaviour around school and in lessons. Support is available via their line manager, pastoral team, CPD drop-ins, CPD sessions.

Behaviour management will also form part of continuing professional development

Where issues have been identified around behaviour management additional support is provided in order to support and improve individual practice. This may take the form of coaching, mentoring using identified practitioners within the school and external agencies as necessary.

All new staff will receive behaviour training in their induction by their line manager, Curriculum Leads/key stage phase leads will provide initial support in promoting positive behaviour and relationships. Staff may request to improve their practice via their Line Manager. Staff who require support with effectively managing student behaviour may be allocated a Coach or Mentor for support and guidance.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- 1.The proper use of restraint
- 2.Restorative practice
- 3.The needs of the students at the school
- 4.How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

1. Behavioural incidents, including removal from the classroom
 2. Attendance, permanent exclusion and suspension
 3. Use of student support units, off-site directions and managed moves
 4. Incidents of searching, screening and confiscation
 5. Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- 5.1. The data will be analysed from a variety of perspectives including:
- 5.1.1. At school level
 - 5.1.2. By age group
 - 5.1.3. At the level of individual members of staff
 - 5.1.4. By time of day/week/term
 - 5.1.5. By protected characteristic

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

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Executive Principal and the KAO Local Governors Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 15.1). At each review, the policy will be approved by the Executive Principal, Governing board and Trustees.

16. Links with other policies

This behaviour policy is linked to the following policies:

1. Exclusions policy
2. Child protection and safeguarding policy
3. Physical restraint policy
4. Mobile phone policy
5. Anti-Bullying Policy
6. Uniform Policy
7. Equality Objectives and Information Policy

Appendix 1: King’s Academy Oakwood – Behaviour Policy Summary Staff Guidance

Behaviour is everybody’s responsibility, not someone else’s.

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the schools’ culture and ethos.

DARE Points:

Achievement points can be awarded by any member of staff to any student for recognition of our core values - ‘*Dare to be Remarkable*’. Our dare values of **D**etermination, **A**spiration, **R**espect, **E**nthusiasm are promoted through the award of DARE points.

Students can be awarded DARE points for positive actions in all lessons, and areas of the school community.

The school aims to award DARE points to behaviour points at the ratio **10:1**. Every teacher should aim to give out a +3 DARE point in every lesson.

All students are expected to uphold the school values of DARE to be Remarkable. As follows:

| | D.A.R.E Habits |
|----------------------|--|
| Determination | <ul style="list-style-type: none"> ● Not giving up. ● Starting tasks straight away. ● Completing all work set ● Independently finding solutions to problems. |
| Aspiration | <ul style="list-style-type: none"> ● Challenging yourself. ● Always trying your best. ● Trying a tricky/difficult task. ● Having a desire to achieve. ● Wanting to be the best that you can be. ● Being prepared for all learning with the correct kit/equipment. |
| Respect | <ul style="list-style-type: none"> ● Respecting each other’s ideas. ● Forming positive relationships with others. ● Listening actively and using respectful language. ● Working without disrupting the learning of others. ● Treating all others kindly in class and on the playground/during social times. ● Behaving in an orderly and self-controlled way around school. ● Wearing the correct uniform at all times. ● Accepting sanctions when received by not arguing with staff. ● Refrain from behaving in a way that brings the school into disrepute, including when outside school or online. |

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| Enthusiasm | <ul style="list-style-type: none"> ● Showing an interest in your learning. ● Responding eagerly. ● Being willing to have a go and get involved. ● Taking learning beyond the classroom. |
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When behaviour of our students falls below our high expectations, it is important that every incident of disruptive and disrespectful behaviour is addressed and dealt with by the member of staff who saw and engaged with it.

Consistent adult behaviour will lead to students consistently meeting our expectations.

We expect every adult to:

- Follow the classroom behaviour system in all lessons and display the poster in their classroom.
- Establish clear routines and promote desired behaviour.
- Celebrate and highlight positive behaviour.
- Create and maintain a stimulating environment that encourages students to be engaged.
- Develop positive relationships with students that promote learning.
- Explain to students that their behaviour has consequences, and encourage to make a positive choice.
- Always starting each lesson/day afresh.
- Be visible and uphold the schools behaviour for learning policy in every interaction.

Appendix 5 - SEND Behaviour & Conduct Policy Reasonable Adjustments

ALL students are subject to the code of conduct, however due to the nature of SEND we are legally obligated to make reasonable adjustments for those with SEND. Where a student has an EHCP or Profile for Success, teachers are required to adapt and modify their approach to the conduct of the child based on the information within their plan and the advice of the SENDCo.

Advice for teachers to support students with different types of special Educational needs and disabilities which might present as 'poor' behaviour is below. However, if a student with SEND is showing poor behaviour and this is not related to SEND or appropriate strategies have been used and the student does not respond then the student will be sanctioned in line with the code of conduct policy. This advice is to support not penalise students for behaviour beyond their control due to a diagnosis. This is not an exhaustive list but a guide to possible situations.

| Diagnosis | Likely presentation in classroom | Strategies | Example wording to assist | Examples of when consequences may be given |
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| ADHD/ADD | <p>Fidgety, impulsive, can shout out, excitable, finds silence hard.</p> <p>Daydreams without realising.</p> | <p>Allow talking to self even when silence (in exams apply for access arrangements in the room alone so this won't be an issue).</p> <p>Quiet word if shouted out might need a time out or a movement break.</p> <p>Positive reminders to be on</p> | <p>"Laura, you know we cannot shout out our answers. Please try to put your hand up instead.</p> <p>Next time that will be a minute off playtime. Do you want to help me hand these out before the next task?"</p> <p>"Katie I can see you are getting really fidgety/ seem distracted. I think a</p> | <p>Student has had one or two positive check ins but is still off task and does not seem to be trying to help themselves to stay on task.</p> <p>Student talks when others are silent.</p> <p>Student was reminded not to shout out but has done it</p> |

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| | | <p>task/check ins.</p> <p>Offer movement breaks for fidgeting or daydreaming.</p> | <p>movement break could help us reset.”</p> | <p>again.</p> <p>Talked to others in exam conditions.</p> <p>Will not stay in the seat even after a movement break given.</p> |
| ASD | <p>Can come across rude in either tone of voice, language used or facial expressions.</p> <p>Rigid thinking.</p> <p>Their own strong sense of right and wrong.</p> <p>Daydreams without realising.</p> <p>Arguing with staff due to lack of understanding and the need to understand why.</p> | <p>Give thinking time.</p> <p>Allow time to process instructions.</p> <p>If you have no time to listen to their point of view, ask them to write it down so you can read it.</p> <p>Friendly reminders to be on task/check-ins.</p> <p>Limit the amount of words given in the request for change in behaviour- be clear and direct and avoid any figurative language.</p> | <p>“I understand you feel this is wrong, but I need to teach the lesson. Write down what you feel</p> <p>on this paper and I will read it once I have got everyone started on a task. I do want to know</p> <p>what you think, Laura. Thank you”</p> <p>“You are talking, the rest of the class can’t focus if you are talking. It is important to stop talking now.”</p> | <p>Student has had one or two positive check ins but is still off task and does not seem to be trying to</p> <p>help themselves to stay on task.</p> <p>Student continues to argue after thinking time and does not complete the task asked.</p> |
| Dyslexia | <p>Reading and spelling difficulties.</p> | <p>Ask in advance if they are happy to read aloud. If not do not insist.</p> | <p>“Laura, after this task we will be reading from this passage. I will</p> | <p>Student has been given help and explanation but is still not working.</p> |

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| | | <p>Give spelling of key words where possible.</p> <p>Check reading age of text before the lesson. Use assistive technology 'text help' to read the text for them or to listen to after you have read it to the class.</p> | <p>be asking everyone to read some. I have highlighted the passage you will be asked to read when it is your turn.</p> <p>I know you find this hard but I also know you can do this, just try your best.</p> | <p>Student was asked if the understood but is still not working.</p> <p>Student still refuses to read aloud after lots of support and interventions.</p> <p>Student refuses to read aloud because they don't want to not because of their needs.</p> |
| ODD | <p>Can come across rude.</p> <p>Brain tells them to avoid authority.</p> <p>Refusing to following instructions initially</p> <p>Can interpret conversations as confrontations</p> | <p>Try to ask, not tell/command.</p> <p>Give time to complete a request.</p> <p>Give the reason for the request.</p> <p>Take them outside of the classroom to have a discussion if necessary.</p> | <p>"Please take your coat off, I will be back in two minutes to check.</p> <p>Thank you, Laura."</p> <p>"I can see your finding this request challenging, I am going to give you some space now and we can have a conversation outside in a moment."</p> | <p>Student has had one or two positive check-ins but is still off task and does not seem to be trying to help themselves to stay on task.</p> <p>Even when asked nicely student is rude back.</p> <p>After time given still does not complete the task.</p> |

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| SEMH | <p>Emotional outbursts.</p> <p>Angry outbursts.</p> <p>Head on desk.</p> <p>Anxiety.</p> <p>Difficult to engage in group tasks or reading aloud.</p> | <p>Allow use of exit card if needed and they have one.</p> <p>Keep calm and reassure.</p> <p>Allow them time outside your classroom door if needed to calm down.</p> <p>Starting by asking "how can I help?" Before engaging in warnings.</p> | <p>"Laura, do you need to calm down?"</p> <p>Would you like to use your exit card/stand outside the classroom door?"</p> <p>"Katie, would you like some help? Or "Which bit are we getting stuck on?"</p> | <p>Student has had one or two positive check ins and reminders to pick head up, engage in learning but is still off task and does not seem to be trying to help themselves to stay on task.</p> <p>Student continues to argue after strategies tried.</p> <p>Students outburst are angry and/or dangerous to themselves.</p> |