

Ormiston Academies Trust

Ormiston Horizon Academy Behaviour for learning policy

Policy version control

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Description of changes	<p>Substantial – treat as new. Policy now includes Drugs, Alcohol and Tobacco (separate policy no longer required).</p> <p><i>Note that this policy template is now mandatory for all OAT academies, not strongly recommended as with the previous OAT template.</i></p> <p>Review schedule has been reduced from every 3 years to annual.</p>

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Introduction – behaviour principles

1.1. Underpinning this policy are the beliefs that everyone has the right to:

- Recognition of their unique identity;
- Be treated with respect and dignity
- Learn and teach or/and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse

1.2. Outstanding behaviour is achieved through a culture and ethos of high expectations, excellent modelling of good behaviour and effective systems that incentivise good conduct and deter poor behaviour.

1.3. We believe that all children can make outstanding progress in their learning, their character development and in their leadership skills in order to become healthy, happy, positive citizens.

1.4. Most social, emotional and behavioural skills are learned and need to be modelled, explicitly taught, practiced and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours and restorative approaches to conflict.

1.5. Through our academy values of resilience, respect and responsibility, along with our restorative practice, we will develop learners' ability to empathise, reflect and take ownership for their own actions.

1.6. We will develop children who are confident, self-assured learners with excellent attitudes to learning.

1.7. We expect all to show respect for each other and behave in a way that supports each other's learning.

1.8. For staff to build effective relationships with children they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy. All adults have a right to be treated with respect and not subject to any form of abuse from pupils and families we aim to serve.

1.9. We see outstanding behaviour as children behaving well, because they know how to, and because they want to, not because an adult tells them to. We aim to work with parents/guardians/carers to empower them to work in partnership with our academy, as we support them in their responsibility to ensure their children attend and behave appropriately.

1.10. At OHA, everyone will endeavour to understand that communication is at the heart of behaviour.

1.11. We recognise that behaviours can be an indication of additional learning, social or emotional needs or as a result of attachment, trauma or adverse childhood experiences. Some children some require additional support in their journey to achieving outstanding behaviours. The academy will ensure early identification of behavioural difficulties, and that children are well supported to achieve improvements over time. At OHA we offer a wide range of tutoring, monitoring, social and emotional as well as well-being support with the use of both internal and external agency staff.

1.12. This policy should be read in conjunction with the academy SEND, Anti-bullying and Exclusion policy

2. Policy aims

2.1. The aim of this policy is:

- 2.2. To provide a well-mannered, calm, happy, environment for effective teaching and learning
- 2.3. To ensure that everyone in the academy feels safe and emotional health and wellbeing is safeguarded
- 2.4. To ensure children make an exceptional contribution to a positive learning environment
- 2.5. To encourage all children to have an excellent, enthusiastic attitude to learning enabling lessons to proceed without interruption
- 2.6. To support the academy to rigorously address inexcusable acts of violence, abuse and vandalism
- 2.7. To ensure behaviour related policies, procedures and structures are clear and understood and used consistently by all staff.
- 2.8. To recognise those children adept at managing their behaviour in classrooms and in social situations
- 2.9. To ensure instances of fixed term and permanent exclusions are rare and that students with additional vulnerabilities i.e., SEND receive effective support.
- 2.10. To facilitate highly effective collaboration with parents, carers, and children to ensure that persistently disruptive behaviours are challenged and eradicated
- 2.11. To facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way,

3. Student voice

As an OHA-er, I am: an ambitious, hardworking student who gives 100% to every challenge I undertake.

We understand that teachers should be allowed to teach and we have a responsibility to ensure everyone can learn. Following our academy values of resilience, respect and responsibility we will keep trying when work is hard, use our manners to ensure our conduct is always good and take responsibility for our actions and learning.

4. Roles and responsibilities

4.1. Trustees and governors

- 4.2. The trustees are responsible for monitoring the effectiveness of this behaviour for learning policy across the trust and for holding senior leaders to account for its implementation. The Governing body of each academy will receive regular reports on behaviour at its meetings and will hold the principal to account for its implementation in the academy

4.3. Principal and senior leadership team

- 4.4. The principal and senior leadership team will:

- 4.4.1. Work with the school community to secure outstanding behaviour, setting high expectations and leading by example.
- 4.4.2. Ensure that this policy is effectively implemented and that all staff understand and adhere to it
- 4.4.3. Monitor incidents of unacceptable behaviours, particularly those involving sexual harassment, sexual violence and protected characteristics- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex
- 4.4.4. Report to a variety of audiences on standards of behaviour and the effectiveness of actions taken in response
- 4.4.5. Ensure that unacceptable behaviour is dealt with effectively and promptly
- 4.4.6. Keep the academy community updated with local and national changes in policy and guidance on matters of behaviour in schools
- 4.4.7. Ensure there is an adequate level of supervision at all times
- 4.4.8. Ensure the academy takes all reasonable measures to ensure the safety and physical and emotional wellbeing of all students and staff including all forms of bullying
- 4.4.9. Ensure good behaviour is promoted within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.
- 4.4.10. Ensure there is effective and regular communication with parents/carers about their child's behaviour

4.5. All staff

4.6. It is the responsibility of all staff to act as emotionally intelligent, positive role models for the children with whom they work.

4.7. They should:

4.7.1. Help ensure that all children, regardless of race, class, gender, sexuality or SEND have fair and consistent treatment which raises their self-esteem and promotes positive attitudes and behaviour.

4.7.2. Maintain a positive and well-managed learning environment creating a calm, happy, safe climate for effective teaching and learning

4.7.3. Intervene when they encounter poor behaviour and encourage children to reflect on their own behaviour.

4.7.4. Set high standards and clear, consistent expectations so that practice becomes embedded in the learning environment

4.7.5. Follow this policy behavior policy and procedures at all times

4.7.6. Accurately record all behavioural events, both positive and negative, on the academy's management information system.

4.7.7. Ensure that where behavioural concerns are possibly linked to safeguarding that this is recorded in the appropriate way on CPOMS

4.7.8. Promptly raise any concerns regarding students' behaviour with curriculum leaders and year team leaders to support them in addressing behaviour with pupils and families directly

4.7.9. Immediately contact the year team leaders and senior staff when there has been a serious breach of the academy's code of conduct

4.7.10. Support other members of staff with behavioural issues involving individual students or groups of students.

4.7.11. Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management

4.7.12. Consistently develop their understanding of behaviour development and relevant techniques as part of their CPD.

4.8. Classroom staff

4.9. They should

- 4.9.1. undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of children.
- 4.9.2. liaise with parents/carers regarding their child's behaviour where required
- 4.9.3. set seating plans for pupils to follow that take account of the learning need of pupils and allows them to teach the class effectively.

4.10. Children

- 4.10.1. Children are expected to follow this policy
- 4.10.2. Children are ambassadors of our academy even when off academy premises. The academy expects all of its children to show respect to one another, to academy staff, and anyone else that they may meet within our community in person or/and online.
- 4.10.3. Bringing intentional harm to other children or staff will not be tolerated
- 4.10.4. Children should, to the best of their abilities and effort:
 - Actively cooperate and support their peers and members of staff to create a positive, safe and productive learning environment for all
 - Be ready to learn by ensuring regular attendance, arriving at the academy and lessons on time and with the correct equipment.
 - Correctly present themselves in Ormiston Horizon Academy's uniform
 - Respect and value the environment and their surroundings.
 - Ensure that the health and safety of themselves, peers and staff is considered at all times
 - Seek help from a trusted adult where they have concerns about their behaviour or the behaviour of others

4.11. Parents

- 4.11.1. Parents play a vital role in ensuring that their children are responsible for their behaviour.
- 4.11.2. We ask that parents respect and support the academy's policies and the authority of academy staff.
- 4.11.3. We encourage parents to communicate and work with the academy, particularly if they have a concern about their child's behaviour, welfare or learning, which includes:
 - informing the academy of any special educational needs
 - vulnerabilities past or present
 - personal factors that may result in their child displaying unexpected behaviours.

- 4.11.4. We will do as much as is possible to support parents as and when they need it.
- 4.11.5. Parents are responsible for ensuring that their child is ready to learn by arriving at the academy on time, appropriately dressed, rested, nourished and equipped
- 4.11.6. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to engage and contribute to any plans put in place to support their child.
- 4.11.7. Parents must strive to attend any reintegration meetings with the academy
- 4.11.8. Parent must strive to support their child's independent learning.

5. Academy behavioural expectations

- 5.1. The following academy expectations apply at all times to all members of the academy community. They also apply when travelling to and from the academy.
- 5.2. The following items are not allowed in the academy under any circumstances:
 - Alcohol and drugs
 - Cigarettes, tobacco, vape equipment or related materials, matches/lighters, fireworks or crackers
 - Weapons of any kind
 - Other harmful or illegal substances
 - Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material
 - Medicines or home remedies unless agreed to by the principal and which are included as part of a written medical/health care plan and stored safely by the academy

6. Classroom behaviour expectations

6.1. The Big 5 and our classroom rules

To support pupils in developing their character, we support and hold pupils accountable to our 'Big 5'

- 1: Uniform
- 2: Equipment
- 3: Manners
- 4: Community conduct
- 5: Values

Our academy has key systems and rules to support students in demonstrating our 'Big 5'.

At OHA we have three key rules in the classroom in order to ensure all have the best learning opportunities.

- ALL students will follow instructions promptly without refusal
- ALL students will listen when staff and peers are speaking
- ALL students will remain on task at all times and complete tasks to the best of their ability

When students do not follow our rules within the classroom behaviour is managed consistently as below:

- Name warning
- X warning
- B1 and 10minute detention
- B2 and 20minute detention
- B3- Classroom removal to an exit room and a 30minute detention
- B4- Failed exit room (Reflect)

More extreme behaviour can cause an escalation through the system and a classroom removal

Staff will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

At OHA we have key systems to support the learning environment both in and out of the classroom:

6.2. Lesson Entry

- ALL students will enter the room quietly as soon as they arrive at their classroom.
- ALL students will immediately sit down (following the seating plan)
- Book/equipment out on the desk (pencil case)
- Bag off
- Sit up straight

- Only water out
- Jackets/scarf in bag or on the back of chair
- ALL students will complete DUMTUMS and engage with the recap activity.

6.3. Lesson Exit

- ALL students will pack away their belongings when instructed by a member of staff.
- ALL students will stand behind chairs quietly waiting to be dismissed by a member of staff.
- ALL students will be dismissed by a member of staff one row at a time.
- ALL students will leave the room quietly and with purpose.

6.4. Transition

- ALL students will move on the left-hand side of the corridor.
- ALL students will transition quietly.
- ALL students will walk to their next location with purpose.
- ALL students will have the correct uniform standards.

6.5. Lunchtime

- ALL students will walk to the indoor lunch location as per 'transition routine'.
- ALL students will remain seated while in their indoor lunch area unless collecting food.
- ALL students will when dismissed by the on-duty staff leave the indoor lunch location and transition outside as per 'transition system'.
- ALL students will avoid inappropriate physical contact with others.
- ALL students will act responsibly and respond to staff instructions without refusal.
- ALL students will move with purpose to their PT line up point when the duty staff blows the whistle and follow the 'line up system'.

6.6. Line up (Morning and Lunchtime)

When a member of staff stands at the 'vision point' and blows a whistle:

- ALL students will face forwards.
- ALL students will be in PT groups in a single file line.
- ALL students will have the correct uniform standards. (Coats can be removed in PT time/Lesson after lunch. Shoes must be on before entering the building). No hoodies or non-academy jumpers should be worn on site.
- ALL students will enter the building in a single file line quietly and move with purpose to their classroom as per the 'system: transition' expectations.

6.7. Toilet use

- ALL students should use the toilet between lessons.
- ALL students who use the toilet should still arrive on time for lessons.
- ALL students who have an emergency need for the toilet in lessons will ask permission to go to the toilet using manners.
- ALL students who need the toilet as a matter of urgency (teacher judgement) will have their planner signed by their teacher before leaving.
- ALL students will go directly to the toilet returning promptly.
- ALL pupils will make up lost learning time at the discretion of the teacher

When students do not follow these systems to support our learning environment staff will remind students of our academy expectations. Should consequences need to be issued these will be in the form of detention time, reflection time or isolation. Staff will use professional judgement when issuing these sanctions.

7. B4 - Reflect

Students are placed in reflect when their behaviour is disruptive to the learning environment within the academy.

Students are placed in the reflect room to reflect on their behaviour and demonstrate that they are ready to follow the OHA values and expectations as an OHA'er.

Should students not demonstrate these expectations as an OHA'er within the reflect room then their time will be extended.

Should a student walk out of the reflect room their time will be extended.

Students complete a minimum of 3 hours in reflect as a consequence for disruptive behaviour. For example, if a student is placed in reflect period 1 and successfully demonstrates they are ready to return to lessons they will return to lessons at the start of period 4 (this includes lunchtime in the reflect room).

Should a student walk out of the reflect room multiple times or demonstrate extreme disruptive behaviour they will be placed in internal exclusion for 5 hours. Upon successful completion of this time the student will then be expected to go back into the reflect room adhering to the standards of the room for the original consequence they had before returning to lessons.

Students are provided with appropriate work while in the reflect room, and it is an expectation that they complete work in line with academy expectations during their time in the room.

8. B5 - Internal Exclusion (IE)

For serious breaches of conduct students are placed in internal exclusion for five hours. Students are provided with appropriate work, and work is completed in-line with academy expectations during their time in the room.

Staff within IE and on-call staff apply de-escalation measures when required to avoid escalation. Students who continue to be disruptive or display extreme behaviours are placed onto a B6- PALP placement or issued with a suspension.

9. B6 - Pastoral and Learning Programme (PALP)

As a preventative measure, the Pastoral and Learning Programme (PALP) is designed to provide an additional layer of support prior to a suspension being considered.

The placements will be for failure to follow the OHA behaviour policy, such as consistently failing in any of our internal provisions such as the reflect room or internal exclusion, failing to consistently follow detention policies or actions which are deemed serious.

Depending on the severity of the issue then the placement will be between one and five days. When students repeatedly access this provision, the academy will be forced to issue suspensions for further severe issues.

The placement means that the pupil will be taken to Ormiston Meridian (OMERA) for the duration of their placement. The pupils will be safely transported by the PALP Inclusion Manager to OMERA where they will continue their full curriculum offer of subjects via Microsoft teams or the appropriate lesson materials. A laptop will be provided to ensure that no learning is lost.

During the PALP placement the pupil will work with the PALP Inclusion Manager, who operates across the three Stoke-on-Trent OAT academies (OSSMA, OHA and OMERA). Students entering PALP will receive a range of interventions designed to ensure their behaviour improves.

The precise intervention will be determined based upon the reason why PALP has been accessed for that student. Some of the interventions might include:

- Restorative justice
- Self-esteem
- What is respect?
- What are consequences and why do we have them?
- Actions and consequences
- Aspirational/ambitions work with Year 10 and 11 pupils
- Healthy lifestyle choices

Students on a PALP placement will leave OHA at 9.30am and return back to OHA at 3.00pm. They will be provided with a free school lunch. Students must wear their full academy uniform.

Parents/carer will be given an update from the PALP Inclusion Manager, about how they have behaved, progress they made with their school work and details of the supportive measures provided.

10. Attendance

10.1. Please also see separate academy attendance policy

- 10.2. Regular attendance at the academy is required by law, and we take attendance very seriously
- 10.3. Irregular or low attendance is a safeguarding concern and may indicate that a child is at risk
- 10.4. Truancy and persistent lateness are also cause for concern and will result in investigation and consequences being applied
- 10.5. Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's attendance policy also available on our website in the policies section.

11. Unacceptable behaviour

- 11.1 The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy.
- 11.2 Verbal abuse to staff, peers and others
- 11.3 Bullying in any form, including offline, online inside or outside school premises (see the Anti-Bullying Policy)
- 11.4 Sexual harassment and sexual violence
- 11.5 Discriminatory behaviour
- 11.6 Physical abuse / attack on staff, peers or others
- 11.7 Serious actual or threatened violence against another student or a member of staff
- 11.8 Indecent or lewd behaviour
- 11.9 Damage to property/vandalism
- 11.10 Misuse, possession or supplying illegal drugs or alcohol
- 11.11 Misuse or possession of other substances
- 11.12 Theft
- 11.13 Carrying an offensive weapon
- 11.14 Arson
- 11.15 Persistent defiant behaviour
- 11.16 Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the student's behaviour

12. Drugs, alcohol, tobacco and other harmful or illegal substances

- 12.1.1. The academy will not tolerate the use of drug, alcohol, tobacco, or other harmful or illegal substances of any sort on academy property or during off-site academy activities. Staff members have a professional duty to report incidents.
- 12.1.2. The academy will discipline any person found to be in possession of drugs, alcohol, tobacco or other harmful or illegal substances. This includes solvents.
- 12.1.3. In line with Government advice (*DfE and ACPO drug advice for schools Sept 2012*) exclusion is not always the automatic response to a drug incident, and permanent exclusion will only be used in serious cases.
- 12.1.4. Drug use can be a symptom of other problems or safeguarding concerns i.e., child criminal exploitation, child sexual exploitation, and the academy will involve or refer children to other services when needed.
- 12.1.5. Whilst there is no legal obligation to report the finding of any suspected illegal substance to the police, we will adhere to local guidance. If it is in the best interests of the child or the school community, the police will be called if an incident occurs.
- 12.1.6. In most cases the academy will attempt to use the academy's Police Liaison Officer rather than the police.
- 12.1.7. Only the principal or vice principals may take the decision to contact the police and agree a shared approach. In making this decision all of the circumstances of the incident will be considered and will be actioned on a case-by-case basis. The designated safeguarding lead will be informed.
- 12.1.8. If the police are called in to collect substances and interview children, then the academy will do all in its power to inform parents prior to the interview taking place. A responsible adult must be present with the police at the interview.
- 12.1.9. Any decision to request a police investigation will be informed by the findings of the internal initial investigation and will take account of the quantity and nature of the substance and whether it was held for personal use or to supply others, as well as a range of other factors. If supply is suspected the names of students will be passed to the police together with a full report detailing the incident and we will co-operate fully with the police investigation.

12.1 Misuse of Medication

- 12.1.2. We are aware that it may be necessary for some children to take medication during the academy day (please see the Supporting Students with Medical Needs Policy).
- 12.1.3. Carrying or taking prescription or non-prescription drugs on academy premises without arrangement through a written health care plan is not allowed
- 12.1.4. Misuse of medication could have serious consequences, and any child found misusing medication will be subject to sanction

12.2 Searching and screening

- 12.2.1 The principal and other staff authorised by the principal can search a student for any item if the student agrees, the ability to give consent may be influenced by the child's age or other factors and a decision will be made at the time, on a case-by-case basis as to whether consent can be obtained. Where there is a belief that a pupil has prohibited items on them but refuses a search, the pupil will be isolated while a parent can be called to support with the search to safeguard them and others in the academy.
- 12.2.2 Principals and other staff authorised by the principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- 12.2.3 Prohibited items are:
- Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Medicines that are not prescribed
 - Articles that have been or could be used to commit an offence or cause harm
- 12.2.4 The principal or authorised member of staff is also permitted to search for any article that the staff reasonably suspect has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.
- 12.2.5 Where there is reasonable suspicion that a child or children are in possession of an unauthorised substance they will be asked to turn out their pockets and bags or open their locker
- 12.2.6 Any search of the student themselves will be conducted by a same sex (or that which the student identifies with), member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- 12.2.7 Staff members may require a pupil to remove outer clothing including hats, gloves, scarves, boots, and coats. Parents and pupils should refer to the details around uniform and personal appearance throughout the year to ensure that their personal presentation does not contravene out academy uniform and personal presentation policy.
- 12.2.8 Designate staff members may use such force as is reasonable given the circumstances when conducting a search for prohibited items only.
- 12.2.9 Whenever a search is carried out the incident will be logged on CPOMS and will contain:
- the name of the person conducting the search
 - name of the witness
 - student name
 - where the search took place
 - time of the search
 - if anything was found,
 - what was found
 - what the next steps were
 - when the principal was informed (if not involved in the search)
 - when parent/carers was informed and by whom

- 12.2.10. If a paper log has been kept it must be signed by both, timed and dated by the person conducting the search and the witness.
- 12.2.11. Searches, without consent, can only be carried out on school premises, or in a place where the authorised member of staff has lawful control or charge of the child for example on school trips – this power only applies in England

12.3 Confiscation

- 12.3.1 As long as it is reasonable in the circumstances, academy staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item,
- 12.3.2 Staff can also seize any item found which they consider harmful or detrimental to academy discipline.

12.4 Storage and disposal

- 12.4.1 For drugs or unknown substances, the substance will only be handled by an authorised staff member with health and safety training using appropriate handling procedures and safety equipment. It will be placed in a lockable, secure location and the police notified in order for them to collect it.
- 12.4.2 Alcohol and tobacco products will be confiscated and disposed of by the academy.

13 Use of reasonable force

(DfE Use of Reasonable Force Advice for Headteachers, Staff and Governing bodies July 2013)

- 13.1.1 Ormiston Horizon Academy recognises that schools and other settings have a duty of care towards their children and staff. It is therefore necessary and appropriate to proactively plan for challenging behaviour to prevent injury or damage.
- 13.1.2 The use of reasonable force must always be a last response to challenging behaviour. De-escalation techniques that are appropriate to the child set within a positive approach to behaviour, must always be used in the first instance. However, it is acknowledged that there may be a very small number of circumstances where reasonable force may be required
- 13.1.3 Reasonable force will only be used to prevent children from hurting themselves or others, from damaging property or from causing disorder
- 13.1.4 Schools do not require parental consent to use reasonable force.
- 13.1.5 Reasonable force is – reasonable in the circumstances, meaning using no more force than is needed. Schools cannot use force as a punishment.

13.2 Positive handling plans

- 13.2.1 Where a child's behaviour could present a significant risk of injury to themselves, other people, or property, the academy will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place.
- 13.2.2 These plans should be developed in the child's best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed at least termly or when the needs of the child change.
- 13.2.3 The plan should document situations that may provoke challenging behaviour and any successful preventative strategies. The plan should also document how physical intervention should be used appropriately.

13.3 Responding to emergencies

- 13.3.1 Even the best planning systems cannot cover every eventuality, the academy recognises that there are unforeseen or emergency situations to which staff will need to respond at pace.
- 13.3.2 Physical intervention should be:
- In the best interests of the child
 - Necessary, reasonable and proportionate
 - Intended to reduce risk
 - The least intrusive and restrictive of those options which are likely to be effective
 - Staff must avoid touching or restraining a child in any way that could be interpreted as sexual or inappropriate conduct

13.4 Recording, reporting and responding to incidents of positive handling/use of reasonable force

- 13.4.1 Any incident of positive handling/use of reasonable force must be recorded on CPOMS using the Trust Positive Handling Record Form (see appendix of this policy) as soon as practicable and within 24 hours of an incident taking place by all those involved.
- 13.4.2 Parents/carers will be informed on the same day as the incident and invited into school to discuss the incident as soon as practicable.
- 13.4.3 The principal must inform their regional director/Director of Primary and SEND and the trust deputy safeguarding manager (behaviour and attendance) of all incidents of positive handling/use of reasonable force.
- 13.4.4 A review of the incident must be conducted by the principal and DSL within 5 working days and any positive handling plan put in place or updated as appropriate.

- 13.4.5 Governors will be informed of the number of positive handling/use of reasonable force incidents at full governing body meetings
- 13.4.6 All staff working within a school or setting should be aware of their whistleblowing policy and how to use this to escalate concerns regarding the misuse of restraint as necessary.

13.5 Support for children and staff following an incident

- 13.5.1 When a serious incident occurs, it can be upsetting for all involved and may result in injuries to children or staff.
- 13.5.2 Immediate action will be taken to provide first aid for any injuries or medical attention sought for more serious injuries.
- 13.5.3 Emotional support for children and staff must also be considered after the incident has occurred

13.6 Training

- 13.6.1 Wherever possible positive handling/use of reasonable force will be carried out by trained staff who are competent in the use of a recognised behaviour management system (e.g., Team Tach)
- 13.6.2 However, it is also recognised that individual members of staff have a statutory power to use reasonable force without this training.
- 13.6.3 All staff will be trained in de-escalation.

13.7 Responding to incidents of sexual harassment, violence

- 13.7.1 The academy will follow guidance for responding to incidents of sexual violence and sexual harassment as laid out in *Keeping Children Safe in Education 2021* part 5 and *DfE Guidance Sexual Violence and Sexual Harassment between Children in Schools and Colleges Sept 2021* and the academy Child Protection and Safeguarding Policy)
- 13.7.2 Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 13.7.3 Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.
- 13.7.4 Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them for example if the older child is disabled or smaller in stature.

- 13.7.5 All staff at the academy will maintain an attitude of 'it could happen here' and never dismiss something as 'banter'
- 13.7.6 The following behaviours are not acceptable under any circumstances
- Rape
 - Assault by penetration
 - Sexual assault
 - Causing someone to engage in sexual activity without consent
 - Sexual comments such as telling sexual stories, making lewd comments, making remarks about clothes and appearance and calling someone sexualized names
 - Sexualised 'jokes' or taunting
 - Deliberately brushing past someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
 - Online sexual harassment including consensual and non-consensual sharing of nudes or semi-nudes, images and/or videos (taking and sharing of nude photos of under 18s is a criminal offence)
 - Sharing of unwanted explicit content
 - Up skirting (also a criminal offence)
 - Unwanted sexual comments or messages including on social media
 - Sexual exploitation, coercion or threats
- 13.7.7 Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- 13.7.8 Any report of sexual violence or sexual harassment will be taken seriously, and all victims will be reassured that they are being taken seriously and that they will be supported and kept safe.
- 13.7.9 A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report
- 13.7.10 Staff will be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- 13.7.11 All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Child Protection and Safeguarding Policy

14 Disciplinary sanctions

- 14.1 The academy operates, detention systems, short term isolation, partner academy external isolation sanctions in an attempt to sanction but maintain pupil engagement within their education and pastoral support structures to help pupils reflect, address and correct poor behaviour and return to learning. Suspension sanctions and permanent exclusion is a last resort where there is no other option remaining and/or a serious breach of our behaviour policy has occurred.

15 Unacceptable behaviour outside the academy

- 15.1. Community partnership and cohesion is extremely important at Ormiston Horizon Academy. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the academy premises under Section 89(5) of the *Education and Inspections Act 2006*.
- 15.2. All unacceptable behaviour occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be addressed using the academy's sanctions and consequences procedures
- 15.3. This will include any unacceptable behaviour when a student:
- Is taking part in any activity organised by the academy
 - Is travelling to or from the academy
 - Is wearing academy uniform
 - Is in some other way identifiable as a student at the academy
 - Poses a threat to another student or member of the public
 - Could adversely affect the reputation of the academy

16. Reasonable adjustments

- 16.1. In line with the Equalities Act 2010 and Ormiston Academy Trust's SEND policy, the academy understands its duty to ensure that reasonable adjustments have been made for children with SEND in the application of this policy.
- 16.2. When considering the behaviour of pupils with SEND, the academy will apply this Behaviour for Learning policy in a flexible manner, considering any reasonable adjustments which may be needed for pupils with SEND so that they are not disadvantaged by this policy.
- 16.3. Further advice and guidance on what constitute reasonable adjustments in particular circumstances can be sought from the Director of Primary and SEND or SEND Lead Practitioners.

17. Rewards policy

- 17.1. The academy believes that it is important to encourage positive behaviours throughout the academy by recognising, celebrating and rewarding children who strive to achieve self- improvement in this area.
- Ormiston Horizon Academy recognises that children should be rewarded for displaying positive behaviours
 - Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work and behaviour
 - Positive behaviour will be promoted and reinforced by the academy's clear reward system.
- 17.2. Praise will:
- Be given in relation to a specific task or action.
 - Be earned, ensuring that the recipient is clear about what they are being praised for.
 - Reinforce name of academy's core values and ethos.

- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Be used to motivate students and help them to feel valued.
- Be used to reinforce expected behaviours

17.3. Ormiston Horizon Academy has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods:

18. Complaints

18.1. All complaints are dealt with under the OAT Complaints Policy.

18.2. Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

18.3. The outcome of the complaint will be communicated in writing.

19. Monitoring and review

19.1. This policy will be reviewed annually or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

19.2. Any suggestions for improvements to this policy should be sent to through reception for the attention of the vice principal in charge of behaviour and standards.

19.3. If there are urgent concerns these should be raised to the principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.

20. Consultation

20.1. A representative group of following were consulted in the production of this policy

- OAT Student Leadership Body
- Regional Directors
- Principals
- Governance
- Designated Safeguarding Leads