Ormiston Academies Trust

Ormiston Ilkeston Enterprise Academy Behaviour for learning policy

Policy version control

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1.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 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 contributors to the world around them.

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 restorative approaches practice, we will develop learners' ability to empathise, reflect and take responsibility 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 their 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.

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.

1.10. In our academy, everyone will endeavour to understand that communication is at the heart of every 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.

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

2.Policy aims

2.1. The aim of this policy is:

2.2. To provide a well-managed, calm, happy, environment for effective teaching and learning

2.3. To ensure that everyone feels safe in the academy and that the emotional health and wellbeing of all 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 promote zero tolerance 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 who are highly 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

At OIEA we are always ‘Ready to Learn’. Students’ are the best that they can be very day. This includes being prepared for their learning and trying their hardest in every lesson. All students arrive to class on time, they follow instructions the first time they are given and engage with their learning.

Our Student Voice representatives are actively included in our decision-making process.

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

4.4. The principal 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 their subject leader and/or the appropriate Head of House/Year.

4.7.9. Immediately contact Jo Stubbs Assistant Principal 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

4.10. 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 both off- line 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 Ilkeston Enterprise Academy's uniform
- Respect and value the environment and their surroundings.
- Ensure that the health and safety of themselves, their 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 own behaviour in academy.

4.11.2. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy 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.

Students will:

- Abide by the Home-Academy Agreement and the Academy's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of Ormiston Ilkeston Enterprise Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
- Cooperate with other students and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.
- Correctly present themselves in Ormiston Ilkeston Enterprise Academy's uniform, in accordance with the Academy's Uniform Policy.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.
- Have a positive attitude to their learning, and help themselves and others to learn
- Take responsibility for their learning, and take opportunities to learn independently
- Take advantage of extra-curricular learning opportunities
- Be prepared to try, even if they fail occasionally
- Be open minded and receptive to the views of others
- Recognise that everyone has the right to learn

More Specifically

- Arrive on time for lessons
- Wear the Academy uniform correctly
- Be equipped with at least a black pen, red pen, pencil, ruler and a rubber plus other items that may be required e.g. PE kit
- Ensure all mobile phones and music devices are switched off during the academy day and put securely away
- Be polite and reasonable in their dealing with others showing respect to all
- Not chew or eat in lessons

5.2. The following items are not allowed in the academy under any circumstances:

- Alcohol and drugs
- Cigarettes, tobacco, matches, and lighters
- Fireworks
- 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

6. Classroom behaviour expectations

Our expectations of outstanding classroom behaviour are underpinned by the Academy's Respect Agenda.

- A set of the Academy rules will be clearly displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the **consequences system** will be:

- **CW Warning** – the student is reminded of their expectations by their class teacher, support if offered by the staff member to help the student manage their behaviour.

- **C1 Final reminder-** If the behaviour persists or reappears at some time in the lesson a C1 is issued verbally. The staff member will discuss the behaviour with the student and quietly remind them of our expectations. The student may be asked to move seats.

- **C2 Subject Removal** - If the behaviour persists and interrupts learning the staff member will inform the student of the consequences of their disruptive behaviour, the student will be removed from the lesson and a subject detention will be given. The student will be placed within the subject area.

- **C3 Middle Leader Pathway** – if the behaviour persists after a subject removal the student will be placed on a middle leader pathway in isolation from their peers.

- **C3 Senior Leader Pathway** – if there is a serious incident a student will be placed on a senior leadership team pathway in full isolation away from their peers. This is only used for a serious breach of academy rules.

Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it. De-escalation techniques will be used at all times taking into account the individual needs of students.

Warnings will be given for:

- Not listening to the teacher;
- Not respecting equipment;
- Not working to the best of their ability; Not engaging in the learning;
- Shouting out (persistently); Off task talking.
- Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.

7.Attendance

7.1. Please also see separate academy attendance policy

7.2. Regular attendance at the academy is required by law, and we take attendance very seriously

7.3. Irregular or low attendance is a safeguarding concern and may indicate that a child is at risk

7.4. Truancy and persistent lateness are also causes for concern and will result in investigation and consequences being applied

7.5. 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 on our webite.

8.Unacceptable behaviour

8.1. 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 on the academy website.

8.1.1. Verbal abuse to staff, peers and others

8.1.2. Bullying in any form, including offline, online inside or outside school premises (see the Anti-Bullying Policy)

8.1.3. Sexual harassment and sexual violence

8.1.4. Discriminatory behaviour

8.1.5. Physical abuse / attack on staff, peers or others

8.1.6. Serious actual or threatened violence against another student or a member of staff

8.1.7. Indecent or lewd behaviour

8.1.8. Damage to property/vandalism

8.1.9. Misuse, possession or supplying illegal drugs or alcohol

8.1.10. Misuse or possession of other substances

8.1.11. Theft

8.1.12. Carrying an offensive weapon

8.1.13. Arson

8.1.14. Persistent defiant behaviour

8.1.15. 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

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

9.1. 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.

9.2. The academy will discipline any person found to be in possession of drugs, alcohol, tobacco or other harmful or illegal substances. This includes solvents.

9.3. 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.

9.4. 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.

9.5. 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.

9.6. In most cases the academy will attempt to use the academy's Police Liaison Officer rather than the police.

9.7. Only the principal or designated person Jo Stubbs 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 taken into account and will be actioned on a case-by-case basis. The designated safeguarding lead will automatically be informed.

9.8. If the police are called in to interview children, then the academy will do all in its power to inform parents prior to the interview taking place. A parent or responsible adult must be present with the police at the interview.

9.9. 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.

9.10. Misuse of Medication

9.10.1. 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).

9.10.2. Carrying or taking prescription or non-prescription drugs on academy premises without arrangement through a written health care plan is not allowed

9.10.3. Misuse of medication could have serious consequences, and any child found misusing medication will be subject to sanction

9.11. Searching and screening

9.11.1. 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.

9.11.2. 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.

9.11.3. 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

9.11.4. 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.

9.11.5. 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.

9.11.6. 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.

9.11.7. Staff members may require a pupil to remove outer clothing including hats, gloves, scarves, boots, and coats.

9.11.8. Designate staff members may use such force as is reasonable given the circumstances when conducting a search for prohibited items only.

9.11.9. 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/carer was informed and by whom

9.11.10. 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.

9.11.11. 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

9.12. Confiscation

9.12.1. 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,

9.12.2. Staff can also seize any item found which they consider harmful or detrimental to academy discipline.

9.13. Storage and disposal

9.13.1. 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.

9.13.2. Alcohol and tobacco products will be confiscated and disposed of by the academy.

10. Use of reasonable force

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

10.1. Ormiston Ilkeston Enterprise 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.

10.2. 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

10.3. Reasonable force will only be used to prevent children from hurting themselves or others, from damaging property or from causing disorder

10.4. Schools do not require parental consent to use reasonable force.

10.5. Reasonable force is – reasonable in the circumstances, meaning using no more force than is needed. Schools cannot use force as a punishment.

10.6. Positive handling plans

10.6.1. 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.

10.6.2. 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.

10.6.3. 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.

10.7. Responding to emergencies

10.7.1. 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.

10.8. 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

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

10.9.1. Any incident of positive handling/use of reasonable force must 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.

10.9.2. Parents/carers will be informed on the same day as the incident and invited into school to discuss the incident as soon as practicable.

10.9.3. 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.

10.9.4. A review of the incident must be conducted by the principal and DSL with 5 working days and any positive handling plan put in place or updated as appropriate

10.9.5. Governors will be informed of the number of positive handling/use of reasonable force incidents at full governing body meetings

10.9.6. 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.

10.10. Support for children and staff following an incident

10.10.1. When a serious incident occurs, it can be upsetting for all involved and may result in injuries to children or staff.

10.10.2. Immediate action will be taken to provide first aid for any injuries or medical attention sought for more serious injuries.

10.10.3. Emotional support for children and staff must also be considered after the incident has occurred

10.11. Training

10.11.1. 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)

10.11.2. However it is also recognised that individual members of staff have a statutory power to use reasonable force without this training.

10.11.3. All staff will be trained in de-escalation.

10.12. Responding to incidents of sexual harassment, violence

10.12.1. 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)

10.12.2. 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.

10.12.3. 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.

10.12.4. 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.

10.12.5. All staff at the academy will maintain an attitude of 'it could happen here' and never dismiss something as 'banter'

10.12.6. 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
- Upskirting (also a criminal offence)

- Unwanted sexual comments or messages including on social media
- Sexual exploitation, coercion or threats

10.12.7. 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.

10.12.8. 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.

10.12.9. 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

10.12.10. 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.

10.12.11. 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

11. Disciplinary sanctions

11.1. The academy operates using the following disciplinary measures:

We aim to ensure that learning time is not lost. Occasionally students will fail to live up to our expectations of them. We operate a consequence system which is displayed in every classroom and around the academy. This system incorporates a range of actions from verbal warnings to the unlikely and exceptional use of fixed term and permanent exclusion. All incidents are recorded on Class Charts. We recognise that all students learn differently, and we are committed to supporting our students to learn from mistakes and help them to make the right choices.

The following are examples and not intended to cover every eventuality. Sanctions get even more serious when referred to the Head of Subject or Head of House. We expect all students to respect their teacher and other students and work hard at achieving good relationships.

If You:	**Your teacher will:**
Forget your homework / other materials	Warn you and if necessary, issue a subject detention. These detentions are always work related.
If you do not follow instructions	Staff will discuss this with you and your parents will be informed. If you continue to refuse you to do as you have been asked you could end up being removed from a lesson.

Swear at a teacher (verbal abuse of staff)	This is very serious and will result in immediate exclusion from the lesson via a C3 On Call. A period of isolation would be very likely. You may be issued with a fixed term exclusion. Your parents will be informed.
Swear at a Student (verbal abuse of a student)	This is also serious and will result in C2 and possibly a C3. A period of isolation would be very likely. You may be issued with a fixed term exclusion if this verbal abuse is extreme. Your parents will be informed.
Misbehave at lunchtime and prevent Midday Supervisors from doing their job	You will eat your lunch alone and not be allowed to associate with friends for a period of time. You may receive a canteen ban.
Steal (including food from the canteen)	You will be made to repay the cost. We may involve the police. Parents will certainly be involved. You would almost certainly serve time in isolation and a canteen ban for a period of time
Fight and or physical assault of a student or member of staff.	You will be escorted to a safe place. If it is a serious attack or bullying it could well result in police action as well isolation, fixed term or permanent exclusion.
Disrupt a lesson with inappropriate behaviour	This is very serious. You will be given a reminder, if your behaviour continues a C1, followed by a C2 lesson removal will be issued. If you do not improve your behaviour a C3 will be issued with isolation from your lessons. If you persistently disrupt learning for others you could be issued with a fixed term exclusion or permanent exclusion.
If you stop yourself from learning	You will need to make up learning time lost in your own free time. A detention will be issued for lack of effort and work.
Bully	This is very serious and will always be treated as such. Parents will certainly be involved and we contact the police in some cases if bullying is severe or persistent. For a period of time you will lose break and lunchtimes and any free association with other students. There will be time in isolation, fixed term exclusion or a permanent exclusion. You will be given the support and opportunity to change.
Fail to attend a detention (given because of poor work or missed work or homework).	You will be placed in a Head of House detention and collected from last lesson. You will be placed in Senior Leadership Detention of you are a repeat offender.
Damage school or other students' property	You will be required to pay compensation. You will also be issued with a detention. Parents will be informed.

Wear incorrect uniform	You will be given the chance to put it right by borrowing appropriate items or home will be contacted so you can collect correct uniform. If the issue cannot be resolved you will be placed in isolation with your form tutor.
Misbehave on a school journey	You may be barred from all subsequent trips including end of year activities off site.
Truant	Parents are always informed and you will be punished by making up the time missed after school. You will be placed on attendance report. Repeat truancy will result in Principal's Disciplinary meeting.
Arrive late	You will be warned and marked late. You will make up the time after school in a detention. If you are late to a lesson you may be required to make up the time. If you are persistently late you will be placed on report and parents contacted. If there is no improvement a formal attendance panel meeting will be held. If you are late twice in a week you will be issued with a HoH detention after school.
Smoke / Vape	You will be made aware of the dangers of smoking. You will be told to hand in your cigarettes. You will be issued with a Senior Leadership Detention. Persistent offenders will be at risk a fixed term exclusion.
Bring alcohol or drugs into school	Your parents will be informed, police will almost certainly be involved and you will face exclusion from school. You may be referred to an outside agency. You will be searched for illegal items, and you may face a permanent exclusion.
Spit/drop litter/graffiti	You will be asked to clean it up and you will also be punished with a Head of House or Senior Leadership Detention.
Chew gum	You will be asked to remove it. If you are a persistent offender you will be issued with a detention.
Get out of your seat and walk about the class without permission	You will be asked to return to your seat. If you object you will be given a C1 or C2 by the teacher. If you persist in refusing to comply with a reasonable request you will receive a C3 which will lead to more serious consequence.
Misuse of technology in school.	Confiscation of the device and a temporary ban from the school's network. Parental involvement and possible police involvement. If this breach is serious a fixed term or permanent exclusion will be considered.

Isolation from lessons

Students who consistently fail to meet academy expectations set out in the behaviour policy or show other persistent patterns of poor behaviour, will quickly come to the attention of Form Tutors, Heads of House, Heads of Subject and Senior Staff.

A persistently disruptive student will already have received extensive mentoring, monitoring and support from the Pastoral Team, Senior Staff and external professionals. Sanctions, in the form of detentions and withdrawal of certain privileges will have been applied. Parents will have been involved with the Pastoral Team in tracking their child's behaviour from an early stage through the use of class charts reports and consultation meetings.

If all of the above has been tried with little or no success HoH, SENCo and the AP Inclusion will discuss the student's placement in isolation. This is a big step and should under no circumstances come as a surprise to the child or parent. If a student does not make progress in isolation, clearly demonstrating by their attitude that they do not want to be an OIEA Student, it is highly likely that they will be at risk of fixed term exclusion or in serious cases permanent exclusion.

Additionally pastoral staff and the SLT will also discuss the isolation of a student who has been involved in a 'one-off' act of such poor behaviour or attitude e.g. swearing at a member of staff, assaulting another student that it is decided that a short, sharp shock of the academy's disapproval is required. An 'at risk' student swearing at staff or assaulting another student will inevitably lead to a lengthy period in isolation as it will be part of a pattern of poor behaviour.

Isolation from lessons will constitute their very real 'last chance' to conform to expectations. The Principal reserves the right to issue a fixed term exclusion or to permanently exclude any student or a student who persistently rejects the ethos and culture of the Academy.

The whole point of a student's time in isolation is to guide them to avoid further incidents. Our students are supported to be well behaved members of the academy community. The experience is designed to modify behaviour by confronting the student with the consequences of their actions and encouraging them to reflect. A very important aspect will be the restorative justice of guided and supported discussion with the teacher(s) and students whose classes have been disrupted or with individuals who have been attacked, bullied, abused or have been in any other way a victim of the students' repeated poor behaviour.

There will be no upper limit on the number of days a student might be assigned to isolation from lessons at any one time. A student who is showing resistance to this strategy is likely to face a managed move or permanent exclusion.

At the end of the period of isolation SLT make a decision is made whether the student is ready for mainstream school.
If the discussion goes well the student will be a monitored for a period of reporting for no less than a week. This report constitutes a probationary period where the student is tracked very closely. Any breaks in good conduct during this period would mean a further period of isolation from lessons.

Principal's Disciplinary Interview

If there are continuing causes for concern following 'Consequences' and 'isolation', parents will be invited into school to discuss the situation at a Principal's Disciplinary Interview. Following the interview the Principal will closely monitor the Student. This is a very serious disciplinary measure.

12. Unacceptable behaviour outside the academy

12.1. Community partnership and cohesion is extremely important at Ormiston Ilkeston Enterprise 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.*

12.2. 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

12.3. 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

13. Reasonable adjustments

13.1. 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.

13.2. When considering the behaviour of pupils with SEND, the academy will apply this Behaviour for Learning policy in a flexible manner, taking into account any reasonable adjustments which may be needed for pupils with SEND so that they are not disadvantaged by this policy.

13.3. Further advice and guidance on what constitutes reasonable adjustments in particular circumstances can be sought from the Director of Primary and SEND or SEND Lead Practitioners.

14. Rewards policy

14.1. 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.

Rewards and recognition will be given through a variety of methods which include, but is not limited to;

- Verbal praise – This method is used widely across the academy on a daily basis.
- Reward points – Different behaviours are allocated a points value ranging from 1 to 5. These are recorded on class charts and monitored by Form Tutors and Heads of House.
- Certificates presented in reward assemblies – There are a range of certificates available, these are set out in the structure included in 14.3.

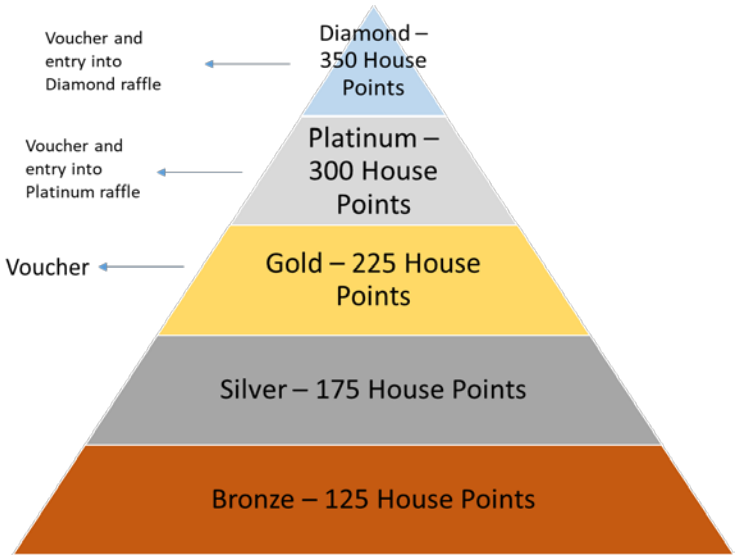
- Postcards home
- Positive phone call home
- Prizes given at key points throughout the year – Given for a range of academic and pastoral achievements.
- Head of House awards – Given throughout the academic year at the discretion of Heads of House
- Principal Awards – Each Head of House will nominate a student weekly to be considered for the Principal award.

- Ormiston Ilkeston Enterprise 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.

14.2. 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

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



15. Complaints

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

15.2. 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.

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

16. Monitoring and review

16.1. 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

16.2. Any suggestions for improvements to this policy should be sent to Jo Stubbs, Assistant Principal.

16.3. If there are urgent concerns these should be raised to the Jo Stubbs, Assistant Principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.

17. Consultation

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

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