

Behaviour for Learning Policy

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DfE Status	A – Statutory Policy required by Education Legislation

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1. History of most recent policy changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
28/08/18	Whole Document	Creation of new policy following review of existing policies.	Change to school behaviour system	Katherine Ogden Assistant Principal

2. Legislative Compliance

This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- [Education Act 1996](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [School Information \(England\) Regulations 2008](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)

Summary of what the law says:

The Principal must set out measures in the behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students.

The law applies to students whilst present on the Academy premises, but also at many times when not present at the Academy but still on-roll as a student of the Academy.

3. Links to Other Policies

This Policy has been written as guidance for staff, parents or carers and young people should be taken in conjunction with the following King's Oak Academy policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- eSafeguarding Policy
- Exclusions Policy
- Charging and Remissions Policy

4. Aims of this Policy

King's Oak Academy is founded on three core purposes (Trust, Respect, Inspire) which allow our students to achieve excellent outcomes in a caring and stimulating learning community.

The aim of this policy is to ensure that:

- All members of the school community are able to learn in a safe and secure environment and have a shared responsibility for creating and maintaining acceptable behaviour
- All students and academy staff show respect for one another as learners and members of the school community.
- All students follow clear expectations and boundaries, meaning that learning is built on trust and respect.
- All sanctions are applied consistently for unacceptable behaviour, including bullying and violence.
- All members of the school community are listened to and responded to
- Parents/Carers are able to support teachers and students to promote positive learning behaviour in the both in the academy and the local community.

5. Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community, including parents and carers.

Staff

The Principal with the assistance of other members of the Senior Leadership Team (SLT), is responsible for the form and content of the policy, and for its implementation in ways that maintain an academy ethos that encourages positive behaviour and full attendance. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the academy, including: the provision of mutual support to colleagues, modelling the social, emotional and behaviour skills and demonstrating the high standards of behaviour and punctuality expected from students. We will make all efforts to establish and maintain relationships with parents/carers. Tutors will liaise with parents/carers on a regular basis in order to discuss progress, specific issues or concerns and agree a way forward.

Students

Students have a role in shaping and promoting the academy's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the school council, class meetings, tutor time and lessons. Students have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring and peer counselling.

Parents and Carers

Parents and carers have a responsibility for their child's behaviour inside and outside of academy, which they can positively influence through effective and consistent parenting, working together with the academy, communicating expectations and encouraging progress at home. This role is vital. They also have a role to play in advising on the continuing development and improvement of the policy. The academy is committed to involving parents/carers in all aspects of their child(ren)'s education through: clear communication, ensuring involvement and access to all stakeholders involved with the education of their child(ren) and prioritising the interests of their child(ren) in any agreed actions.

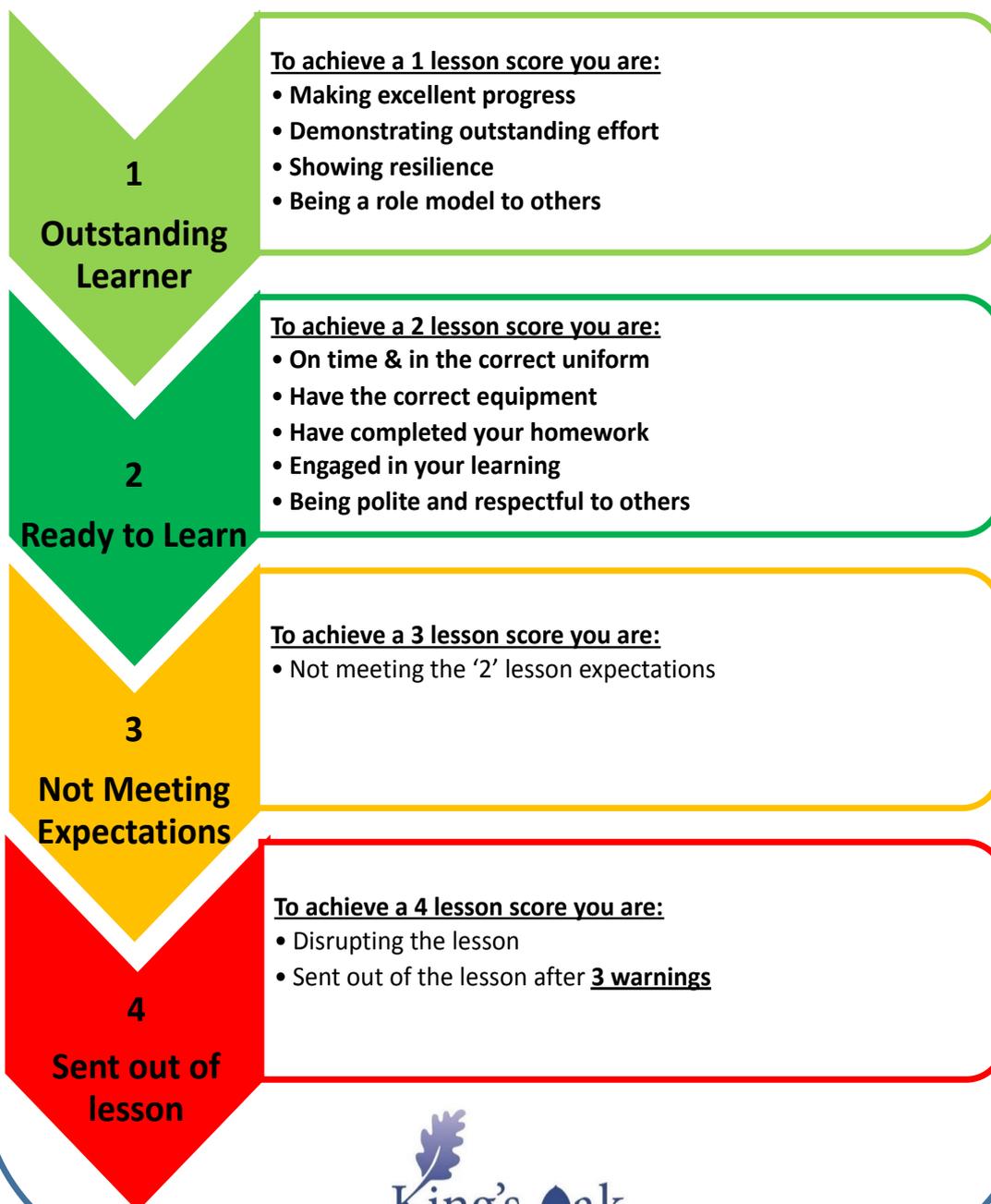
6. TRI System – Systems and Procedures

a) Lesson Scores

Within each lesson students are given a lesson score by their teacher following the criteria listed below. Periodically these lesson scores are used to inform rewards and celebration events or behaviour improvement strategies.

TRI System: Lesson Scores

Every lesson each students are given a score based on the following criteria:

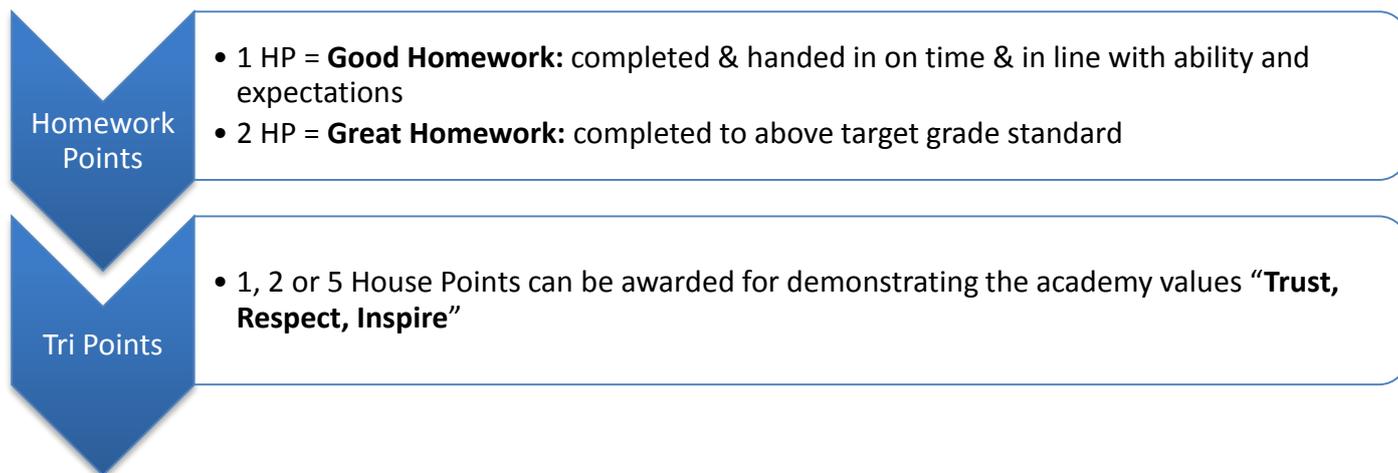


b) Recognition & Reward

Lesson scores are used to recognise and reward our students for the positive contribution they make to the school in lessons and in our community. We want to offer rewards that are valued by our students. Through meaningful recognition of effort and success we aim both to increase our students' self-esteem and also to motivate them to work hard and to become good citizens. We also want our reward system to support home/school links and our policy will increase contact home regarding student effort and success.

In addition to lesson scores, there are two additional methods that Academy staff use to reward student progress and achievement:

House Points



Once the number of House Points awarded to a student achieves one of the thresholds shown below, then a Gold, Silver or Bronze Certificate will be awarded.

50	House Points = Bronze Award
250	House Points = Silver Award
500	House Points = Gold Award

Positive Postcards home & Phone calls home

Members of staff can send Positive Postcards home to commend a student for success or effort. They can be sent home for reasons including:

- An excellent piece of work
- Exceptional effort
- 100% attendance
- Improvement in attitude to learning
- Improvement in attendance
- Participation in a school event
- Representing the school
- Action demonstrating good citizenship

Phone calls home can be for the same reasons, or they might be to say well done for a student who is coping well at King's Oak in difficult circumstances.

Student of the Term Award

At the end of each term, subject teams will be asked to nominate a student in each year group for a Student of the Term Award for their subject and certificates for these will be given to those students in subject groups by the SLT leads for each subject group(s) in the subject group(s) area along with the Head(s) of Subject.

Attendance Award

Students who have achieved 100% attendance in an academic year will receive a certificate to show this at the start of the next academic year. This to be awarded at the first House assembly in September.

Half and Full Colours

Students at King's Oak can receive recognition for exceptional achievement in specific areas of school like for example, sport, performance or public speaking.

This recognition will come in the form of half colours and full colours. Thresholds for half colours and full colour will be set by departments. The rewards will be presented at a Presentation Evening in the form of a tie and certificates.

King's Oak House Cup Competition

Each term a variety of events are organised for students to compete across a range of sporting, academic and team-based activities. At the end of the year, the points earned by each House is totalled and the overall winner of the House Cup is announced on the last day of the academic year.

Roll Call & Assemblies

Roll Call and weekly Year/House Assemblies are used to highlight positive messages and publicly celebrate particular individual or group achievements. Celebration assemblies are also delivered on a regular basis to spread positive messages.

c) Behaviour to Make Every Lesson Count

Punctuality & Truancy

Students are expected to arrive on time to their lessons. If a student arrives late, they are not permitted to enter the classroom until they have been spoken to and the reason for their lateness discussed with the class teacher. Lateness should then be marked on the register as a 3 and the number of minutes the student is late logged. The Heads of Houses monitor lateness records. 3 late marks in one week result in a student being placed on a **TRI 1 Support Card**.

If a student has truanted a lesson our first priority is to ensure that they are safe. Once their safety has been established, the student will be placed in the TRI Room for the remainder of the lesson. The student will then be expected to complete an RC and T3 detention at the end of the day. If this behaviour is repeated, the student will enter the TRI 1 Behaviour for Learning Stage.

Entering the classroom

Students are expected to line up in single file outside the classroom. Staff are encouraged to meet their class at the door to ensure that the students enter the classroom in a calm and orderly manner.

Taking the register

The register should be taken at the **start of every lesson**. Students should sit/stand in silence whilst the register is taken and respond politely by saying "Yes Miss/Sir".

Classroom language

Following our core values of Trust, Respect, Inspire we expect our students and staff to be polite towards each other. How we communicate with each other reinforces our positive learning culture. At King's Oak Academy we always expect students and staff to speak to each other politely and finish our conversations.

Unacceptable language, whether it is sexist, homophobic, racist, swearing or of a bullying nature will always be challenged by staff at King's Oak Academy. It is not acceptable for students to excuse the inappropriate language as "banter". Derogatory or offensive language is taken very seriously and will result in the student being initially referred to the TRI room for the remainder of the lesson and receiving a T3 detention.

Any incidents of inappropriate language should be logged on SIMS and CPOMS. The Heads of House will then investigate the incident and might decide to escalate the incident and sanction depending on the severity of the incident.

Mobile phones

Students are not permitted to use their mobile phones/portable music devices whilst on the King's Oak Academy site. At times teachers can give permission for a student/class to use mobile phones in their lesson provided there is an educational reason for doing so. Please refer to Section 10 for additional guidance on prohibited items.

d) The TRI System & Low Level Disruption

We should all expect the highest standards of behaviour from our students at all times and poor behaviour should always be challenged.

King's Oak Academy focuses on the following learning behaviours to ensure that we create a positive learning environment:

1. Being on time and wearing the correct uniform
2. Bringing the correct equipment to class
3. Ensuring that the homework task has been completed
4. Being engaged in our learning
5. Being polite and respectful towards others

Our TRI system allows students the opportunity to respond to 2 warnings and make more positive choices to engage with their learning. Teachers will use a range of behaviour management techniques to remedy negative student behaviour. However, where students choose to continue to behave poorly, which impacts on their learning or the learning of others, teachers will follow the steps below:

T1

Your behaviour choices are disrupting our learning
First formal warning from your teacher

T2

Your behaviour choices are continuing to disrupt our learning
Second formal warning & '3' lesson score is recorded

T3

Your behaviour is continuing to have a negative effect on our learning.
You will be asked to leave the classroom and work in the TRI room for the remainder of the lesson. A '4' lesson score will be recorded.
We will complete a restorative conversation at 3.15 → 3.30pm at the end of the day. After our restorative conversation you will complete your T3 detention from 3.30 → 3.45pm

T3 Referrals to the TRI room

When students reach a T3 they should be sent out of the classroom to the TRI room for the remainder of the lesson. A member of the Duty Team will help to escort the student to the TRI room. Following the lesson, the teacher must log on SIMS the behaviour incident and the reason for the TRI room referral.

e) Restorative Conversation (RC)

Positive learning relationships are important at King's Oak Academy. Understanding and developing relationships that are grounded in trust and respect for students and staff is essential to ensure that we can continue to educate and inspire our students. Between 3.15 → 3.30pm students who have been referred out of a lesson will meet their teachers in the Hexagon to complete an RC. Following the RC, the student will complete their T3 detention from 3.30 → 3.45pm.

If the student is referred out of their lesson during Period 6, the RC & T3 detention will take place the following day.

Please refer to Appendix A for guidance on how we complete Restorative Conversations at KOA.

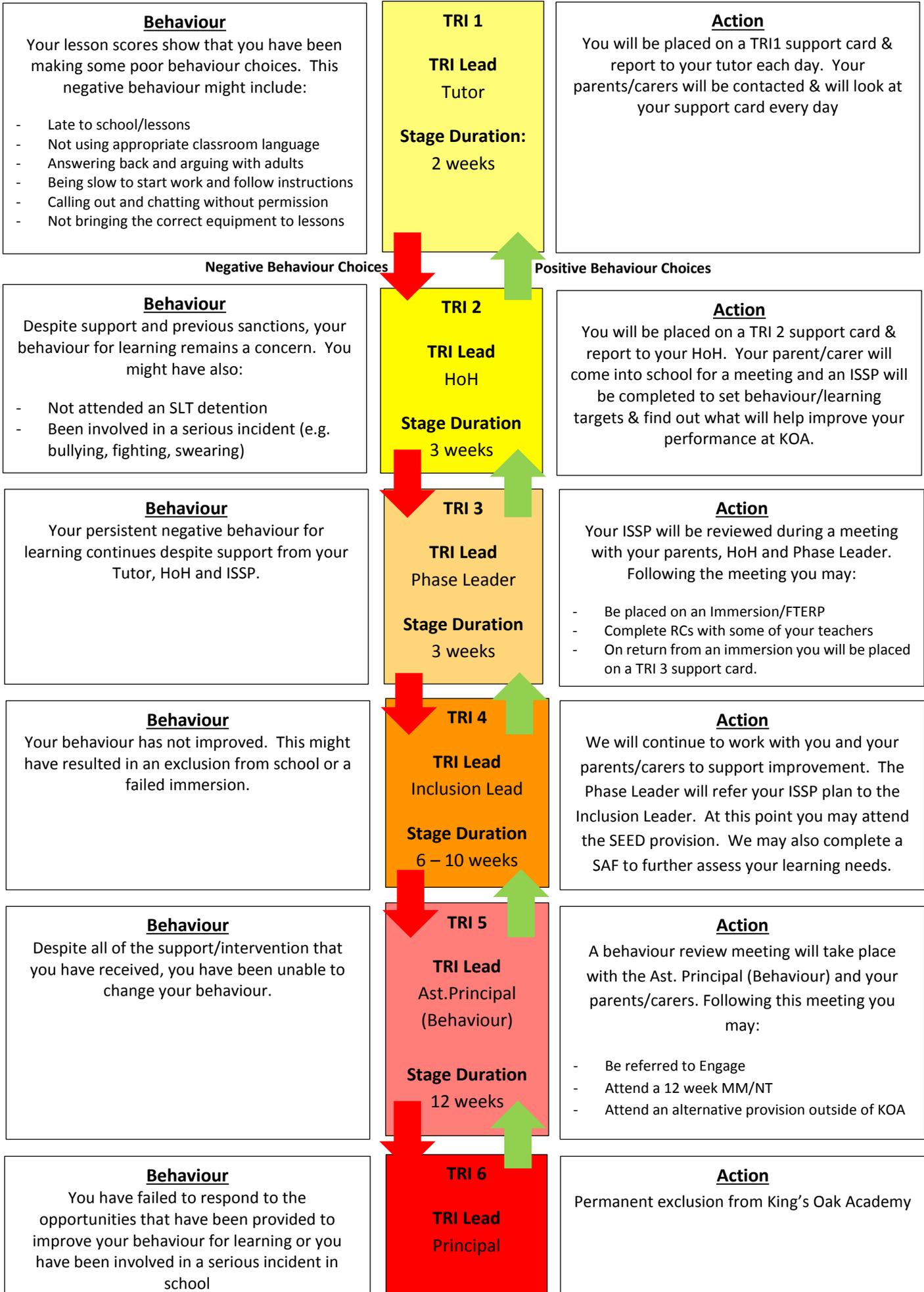
Unfortunately, on some occasions the RC is not successful. In these cases the following steps are taken:

Student does not attend RC	<ol style="list-style-type: none">1. The teacher calls home between 3.15 → 3.30pm to explain our behaviour for learning concerns with the student's parents/carers.2. The following day, the student is placed in the TRI room during Period 13. The student re-completes their RC and T3 the following evening
Teacher does not attend RC	<ol style="list-style-type: none">1. The student completes the RC with their Head of House/SLT.2. The student waits until 3.30pm in the Hexagon before they are dismissed by SLT.3. No further action is taken. Student returns to their scheduled lessons the following day.
The student does not meet the RC expectations	<p><i>An unsuccessful RC includes behaviours such as: student is un-cooperative or walks away.</i></p> <ol style="list-style-type: none">1. The student will work in the TRI room for 1 day2. The student will re-complete their RC & T3 the following day
The student does not complete the T3 detention	<p><i>An unsuccessful T3 detention includes behaviours such as walking out or behaves poorly.</i></p> <ol style="list-style-type: none">1. The student will work in the TRI room for 1 day2. The student will re-complete the T3 detention the following day3. Failure to complete a T3 detention will result in SLT detention (Fri: 3.15 → 4.30pm)
Unsuccessful SLT Detention	<ol style="list-style-type: none">1. The HoH will call home to arrange a meeting with the student's parents/carers to discuss our behaviour for learning concerns and to create an ISSP (Stage TRI 2)2. The student will work in the TRI room until this meeting has taken place3. Following the parents/carers meeting the student will re-complete the SLT detention

f) King's Oak Academy: Behaviour for Learning Stages

Working in partnership with parents/carers, students and teachers is a vital component of behaviour change. The flow chart on the following page summarises how the school, parents/carers the local authority work together to help students make appropriate choices about their behaviour. Students may move up or down from each stage depending on the behaviour choices that they make.

King's Oak Academy: Behaviour for Learning Stages



g) Anti-Bullying

At King's Oak Academy we strive to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. Bullying of any kind is unacceptable and will not be tolerated at King's Oak Academy. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of our school ethos of Trust, Respect and Inspire and ensure that difference and diversity is celebrated across the whole school community. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

At King's Oak Academy we are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures. Please refer to the **Anti-Bullying Policy** for guidance on how we respond to bullying and prejudice-based incidents at King's Oak Academy.

h) TRI System: Behaviour for Learning Support Systems

Working in partnership with parents/carers, students and teachers is a vital component of behaviour change. The Behaviour for Learning Stages summarises how the school, parents/carers the local authority work together to help students make appropriate choices about their behaviour. Students may move up or down from each stage depending on the behaviour choices that they make.

In addition to the Behaviour for Learning Stages, the following resources are also used to help students make appropriate choices about their behaviour. When a student chooses to make inappropriate behaviour choices the student has a right to expect fair sanctions that are applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in the future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students.

Support Cards

Support cards are used for students to monitor their academic progress and/or behaviour. Depending on the issues that have been highlighted for a student the support cards may focus on specific behaviours and/or specific subject areas.

At King's Oak Academy the following support cards are used:

Stage	Who does the student report to?	Duration of support before review
TRI 1	Tutor	2 weeks
TRI 2	Head of House	3 weeks
TRI 3	Phase Leader	3 weeks

At each support card stage parents/carers will be made aware of their child's targets and are expected to monitor their progress in conjunction with the academy. For students that fail to use their reports, sanctions will be issued, most likely a T3 detention or a period of time in the TRI room.

Detentions

Students who have made poor behaviour choices, break the academy rules or bring the academy into disrepute can be sanctioned through the detention system. Parent/carer consent is not required for detentions however King's Oak Academy always endeavour to communicate with parents/carers in advance of the detention via text message.

The following detentions are used at King's Oak Academy:

- Punctuality Detentions (Daily: Morning Break)
- Class Teacher Detention (Daily: Lunchtime)
- T3 Detention (Daily: 3.15 → 3.45pm)
- Senior Leadership Detentions (Friday: 3.15 → 4.30pm)

Teachers should not issue 'whole class' detentions, as it will always be the case that some students are blameless and undeserving of a sanction.

Behaviour in detentions

Students who are unable to manage their behaviour in a detention will have their detention re-issued and increased. Where this is a Senior Leadership Team detention this will involve the student being placed into the TRI room until a meeting with their parent/carer has taken place to create an ISSP & the student has re-completed the detention following the day.

In some circumstances, a student will be required to attend school during an INSET day as a sanction for poor behaviour.

Community Service

As an alternative to detention, students may be issued with community service tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Community Service will typically be given for misdemeanours with littering, damage to school property.

TRI Rooms (Reflection / SLR)

This is a quiet, supervised area where students will work independently on their learning. Students will also be supervised for breaks and lunchtime if they are isolated for longer periods of time. Students will be placed in the TRI room for times that are suitable for the actions and circumstances of that individual. For instance, a student who is demonstrating unacceptable behaviour in lessons may be placed in the SLR (Separated Learning Room) for a day or longer. If the student's behaviour is unacceptable in Reflection / SLR this may result in a fixed-term exclusion or an immersion to another CLF academy. Students may also be placed into the SLR for a period of time whilst serious incidents of behaviour are being investigated. Students involved in such behaviours may be placed in the TRI room for a day or longer as a consequence of their behaviour. Parents will be informed when this is the case.

Immersion / Fixed Term Exclusion Reduction Programme (FTEPs)

The "Exclusion from maintained schools, academies and pupil referral units in England (DfE, January 2018)" explains that schools have the power to direct a student off-site for education to improve their behaviour. As part of the Cabot Learning Federation **alternatives to exclusion agreement** can, when required, place students in to other CLF schools in response to either one-off serious incidents of behaviour or in response to persistent failure to follow the academy's rules. Depending on the conditions of the Immersion / FTEP, the student may either work in the host academy's equivalent of the TRI room or spend a period of time following a regular timetable of lessons.

Managed Moves (MM) / Negotiated Transfers (NT)

King's Oak Academy work with the CLF and other South Gloucestershire schools to provide Managed Moves / Negotiated Transfers. MMs/NTs are offered to students and parents/carers where the students conduct at King's Oak Academy places them at risk of exclusion (fixed term or permanent) as a way of avoiding these situations. The MM/NT duration is normally 12 weeks. If the student engages well in the new academy and all parties are satisfied, then at the end of the trial period the student will move permanently to the new academy. If the student's behaviour or engagement at the new academy is not satisfactory then the NT/MM end and the student will return to their old academy.

Engage

'Engage' is an off-site provision based at City Academy Bristol. It is funded and accessed solely by academies within the CLF. The provision provides opportunities for students who are not engaging in their education at King's Oak Academy to work with trained staff in small groups or 1-1 to re-engage them in their education. The aim of the placement is to support the students successful return to King's Oak Academy. As a provision which is an extension of King's Oak Academy we do not need parental support to place a student at Engage but we always endeavour to work with parents/carers and the student to re-engage them in education.

7. Exclusions (Fixed Term and Permanent)

In serious circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Principal, Vice Principal and Assistant Principal (Behaviour) can issue a Fixed Term Exclusion. If a student is excluded, the parents will be informed as soon as practicable, initially by telephone and then by letter. Parents must meet with either the Principal, Vice Principal or Assistant Principal (Behaviour) before a student can return to class following a Fixed Term Exclusion.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion:

- refusal to follow the normal behaviour expectations and discipline of the academy
- abusive language towards a member of staff
- physical violence towards another student or member of staff
- serious harm to the reputation of the academy through grossly irresponsible behaviour outside the academy
- persistent bullying or intimidation of another student
- significant involvement by a student with items or substances that should not legally be in their possession in the academy
- Smoking in the academy

At King's Oak Academy extensive effort is made to improve a student's behaviour to avoid permanent exclusion. However, the Academy has the discretionary powers to permanently exclude a student who has proved over the long term, or through a single act to be beyond the care and control of the academy. In exceptional circumstances, the Academy reserves the right to permanently exclude a student without the student having had any previous fixed term exclusions or programme of support. Examples of a single act that could lead to permanent exclusion might include:

- Being in possession of an offensive weapon
- Being in possession of or supplying drugs
- Serious and on-going bullying
- Serious acts of violence against a member of the Academy community
- Extremely serious damage to/theft of Academy property
- Sexual or indecent assault

The academy makes every effort to investigate serious matters which may lead to exclusion; taking into account at all stages our statutory duties in relation to SEND, functions under the Equality Act 2010 and our duty not to discriminate against students on the basis of protected characteristics (such as: disability, sex, race, religion, belief, sexual orientation, pregnancy/maternity or gender reassignment). This involves direct

discussion with students who were involved in incidents either as witnesses, bystanders or victims. All students at risk of exclusion will be required to write a written statement; this provides a clear opportunity to write a truthful account of events which will then be discussed with them with a member of the Pastoral or Senior Leadership Team prior to a decision about exclusion being made. Students who require an adult to help them with this statement will receive such assistance.

Any decision to exclude a student from the academy will be made in line with the principles of administrative law i.e. that it is a lawful, rational, reasonable, fair and proportionate response. When establishing the facts in relation to an exclusion decision the Principal or Vice-Principal will apply the civil standard of proof; i.e. "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt".

Whilst exclusion may still be an appropriate sanction, the Principal or Vice-Principal will take into account factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

Parents/carers will always be aware of the reasons for these sanctions and there are legal guidelines which will be followed (these include the right of appeal). Return from a period of exclusion will always involve a re-integration meeting with parents/carers, the student and a senior member of staff. Where required, a student and parent may be asked to sign a written behaviour contract as part of the reintegration process (Appendix B).

If a student is excluded, the academy will, without delay:

- Inform the student's parent/carer of the period of any exclusion and the reasons for it

The school will also, without delay provide parents/carers with the following information in writing:

- The reasons for the exclusion
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- Parents/carers right to make representation about the exclusion to the Academy Council
- Advise the parent/carer how their representation may be made; and
- Where there is a legal requirement for the Academy Council to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- A date and time for a reintegration meeting with a senior member of staff to discuss the return to school. This meeting may involve other agencies who can or are supporting the student in or out of school. Where required, a student and parent may be asked to sign a behaviour and support agreement as part of the reintegration process (Appendix B)
- This written communication will also make it clear that parents must ensure their child is not present in a public place at any time during school hours for the duration of the exclusion and, where required, provide details of alternative provision (e.g. Engage) which has been arranged if the exclusion is for over 5 days.

Notifying the Local Authority (LA) and the Cabot Learning Federation (CLF) (taken from “A Guide to the Law, September 2017 Statutory Guidance)

Following an exclusion, King’s Oak Academy:

- Notify both the LA and the Federation of the details of the exclusion, including the reasons for it, in the case of
 1. a permanent exclusion or a fixed-period exclusion converted to a permanent one
 2. a fixed-period exclusion of more than five days or which brings the days the student has been excluded in one term to more than five
 3. an exclusion that would result in the student losing the opportunity to take a public examination.

For all other exclusions the Principal will notify the Federation once a term through their reports to the Academy Council.

- Follow agreed protocols for ensuring that students who are excluded for over 5 days receive education on the 6th and subsequent days until the end of the exclusion, by referring the student to a suitable provision. This may be referral to the ‘Engage’ provision operated by the Cabot Learning Federation, a period of time at an alternative academy (which may or may not be part of the Cabot Learning Federation) or, if no other alternative exists, a referral to the Pupil Referral Unit (PRU) operated by the local education authority.
- Ensure, where the parents of an excluded pupil do not speak, or do not have a good understanding of English, that correspondence and documentation relating to the exclusion are translated into their mother tongue. In such cases the academy and/or LA will arrange for an interpreter to be present at any meetings with the parent about the exclusion. Suitable arrangements for disabled parents/carers will also be made.
- Ensure, following a student’s exclusion, that a re-integration meeting is held, preferably on the day the student is due to return after the exclusion. The re-integration meeting will normally include a member of the Senior Leadership Team, a member of the Pastoral Team, the student and the student’s parent/carers. Other relevant people may attend, for example a member of the Children and Young Peoples Service and/or the student’s Phase Leader.

The minimum time limit will not apply to any exclusion which would result in the student losing an opportunity to take a public examination.

In the case of incidents involving drugs, knives and serious assaults the academy will act upon local and national guidelines to use either long fixed term exclusions and/or permanent exclusions as deemed most suitable according to the context and circumstances of the incident

The Federation has a duty to consider parents representations about exclusion and may delegate this to a designated sub-committee comprised of at least three CLF board or committee members.

The Federation will consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a fixed period exclusion which would bring the students total number of school days of exclusion to more than 15 in a term; or
- It would result in a student missing a public examination or national curriculum test

8. Taking Account of SEN, disability and the circumstances of other vulnerable students such as looked after children

The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the TRI System Policy and are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a child's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of students with a statement of SEND or Education Health-Care Plans (EHCP), the academy will always consider requesting an early annual review or interim/emergency review.

9. Students' conduct and behaviour outside academy premises

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced. Any misbehaviour which occurs outside of the academy premises and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site.

Students should be particularly mindful of the following:

- Smoking – smoking is not permitted on the way to or from the academy or at any time when identifiable as a King's Oak Academy community member.
- Local residents - students should be kind and courteous to members of the local community;
- Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.
- Use of loud and bad language is unacceptable at any time.

10. Prohibited Items & Confiscation

Prohibited Items

Any member of staff has the authority to confiscate, retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

The aim of the confiscation of a student's property is to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. A refusal to cooperate will result in a higher level sanction. The criteria for confiscation may include:

- An item that poses a threat to others, e.g. a laser pen.
- An item that poses a threat to good order for learning, e.g. use of a personal music player, mobile phone, headphones
- An item that is against academy uniform rules, e.g. student refuses to take off his/her that on entry to the academy.
- An item that poses a health or safety threat, e.g. students wearing large earrings in PE.
- An item which is counter to the ethos of the academy, e.g. racist or pornographic material.

If an item is confiscated, the property should be taken to the Main Reception as soon as possible. The item will then be labelled and stored securely until the end of the day where the student will be allowed to collect it. In some cases, the Senior Leadership Team or Safeguarding Team might require the confiscated item to be collected by the students' parents/carer (e.g. tobacco).

Searching, Screening and Confiscation of Electronic Devices

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property

Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

All staff are aware that behaviours linked to sexting put a child in danger and are approach to dealing with sexting can be found in our Safeguarding and Child Protection policy.

Powers to search

In order to ensure that all students and staff are safe, nominated members of staff have the power to search a student's property without consent if they suspect that prohibited items have been brought onto the academy premises. Prohibited items include knives, weapons, illegal drugs, fireworks and alcohol. The power to search will also apply if staff have reason to suspect that a student has an item which could be used to commit an offence and cause personal injury to students.

We are not required to inform parents before a search takes place or to seek their consent to search their child.

If there is evidence pointing to a student having stolen property in their belongings, these will also be searched. In exceptional circumstances where there is concern about the health and safety of students and staff, nominated staff will conduct a search of student's pockets without consent, although this measure will be avoided at all costs and the involvement of the Police will be considered where safety concerns are paramount.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. All prohibited items will be handed over to the Police.

If it is suspected that a student has brought **banned** items into the school, such as **cigarettes, tobacco, lighters, E-Cigarette Pens and matches**, under the School's Common Laws, staff are able to search them and their belongings, such as their locker, with their consent. Only nominated staff are able to search a student's belongings and the need to do this will be avoided at all costs by discussing with the student their responsibility to hand over items suspected to be on their person or in their locker on a voluntary basis. There is no need for a written agreement for nominated members of staff to search a student's locker or ask them to turn out their pockets. If the student refuses, the academy will apply an appropriate punishment as set out in its behaviour policy.

A student refusing to co-operate with such a search raises the same kind of issues where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff.

Lockers

Under common law powers, schools are able to search lockers for any item provided the student agrees. It is a condition of having a locker at King's Oak Academy that students consent to having these searched for any item whether or not the student is present.

If a student does not consent to a search then it is possible for staff to conduct a search without consent but only for the "prohibited and banned items" listed above.

11. The use of reasonable force and physical contact with students

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.

Academy staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students. We do not require parental permission to use force on a student and where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.
- To guide a student in a certain direction

12. Communicating the Behaviour and Exclusions Policy

The Principal will be responsible for ensuring that this policy is implemented and for reporting to the Trust on its impact. The full written policy will be available on the schools website. Students and parents/carers who are new to the academy will be made aware of the policy prior to admission. If a student or parent/carer feels that the measures or sanctions applied in the Behaviour (TRI System) and Exclusions policy are unfair or have been unfairly applied, then they can lodge a complaint through the academy's Concerns and Complaints procedure also available to download from the websites. Parents and students are expected to read and sign the home school agreement which will be sent to all parents when their child commences at the academy.

13. Implementing the Behaviour (TRI System) and Exclusions Policy

- The Principal and staff will ensure that we achieve a consistent approach to behaviour management, teaching and learning.
- The Academy believes that in order to support students and staff we must have a whole school approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of behaviour for learning and a TRI system handbook has been created which supports staff in implementing the policy. All staff will have regular opportunities to share and develop their skills in promoting positive behaviour.

14. Monitoring and review:

The Academy will evaluate the impact of this policy by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity on:

- Number and range of rewards for good behaviour each term
- Fixed term and permanent exclusions – number of and analysis of behaviour
- Number of detentions and analysis of behaviour
- Instances of bullying and action taken
- Support provided for the victims

Prior to any review of the policy, feedback will be sought from the student body, staff and parents on the effectiveness of the policy.

Appendix A – Restorative Conversations (Example of KOA Practice)

King’s Oak Academy believe in using Restorative Conversations to create a culture of trust and respect to ensure that we continue to create an environment that allows our students to achieve excellent outcomes in a caring and stimulating learning community.

Restorative Conversations are a process whereby issues in the classroom are discussed openly to provide students and staff with the opportunity to resolve the problem that has occurred and together agree a way forward.

Staff and students might request an RC to be led by their Head of Department or Head of House to ensure that the RC remains on track and a successful outcome is achieved.

At King’s Oak Academy, RC’s are based on 4 key features:



Restorative Conversation Example Script

- 1 • **Respect:** Thank you for coming to discuss what happened in our lesson today
- 2 • [name] please could you describe what happened during the lesson
- 3 • What were you thinking/feeling at the time?
- 4 • **Responsibility:** Who has been affected by your behaviour? How?
- 5 • I felt that your behaviour made me/the class feel.....
- 6 • How do you feel about what happened now?
- 7 • **Repair:** What do you think that we could do to stop this happening again?
- 8 • In summary, **I will... You will... We will...**
- **Re-integration:** Teacher & student to walk together to the T3 detention to have the opportunity for free conversation.