Ormiston Academies Trust

Tenbury High Ormiston Academy  
Behaviour policy

Policy version control

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1. Introduction
   1. The main purpose of the Behaviour Policy is to ensure that all children are safe and that academies create a culture where everyone is supported to have positive behaviour. All children should be able to learn in environments that are calm, safe and supportive and are free from disruption. All OAT academies are committed to inclusivity and implementing strategies that reduce bias and support individual children’s needs. Where ‘parent’ is used in this policy this should be taken to include guardian or carer.
   2. Excellent behaviour is achieved through a positive and consistent academy culture, underpinned by a commitment to OAT’s four values:

* Anyone can excel
* Enjoy the challenge
* Share what is best
* Be inclusive
  1. These are further reflected through Tenbury’s values of:
* Ready
* Respectful
* Resilient

1. Principles of behaviour and belonging
   1. Our three principles of behaviour and belonging underpin everything we do as an academy. They reflect our commitment to fostering an inclusive, respectful, and supportive environment where every child can thrive. We believe that a positive school culture is the foundation for academic success and personal growth, and it is through shared norms, compassionate interactions, and clear expectations that we create a space where all students feel they belong.
   2. Principle 1 – Always a reason
      1. Rules and routines at Ormiston Academies create disruption free learning in safe, calm environments in which children work hard and are successful.
      2. Rewards and sanctions promote positive norms and support the inclusion of all children in the school community. Rules and routines create a sense of belonging and create positive school experiences. They support children in achieving useful outcomes of which they can be proud.
      3. At Tenbury High Ormiston Academy everyone understands upholding shared behavioural norms is a collective responsibility and that a school’s culture is an expression of all its members.
   3. Principle 2 – Positive regard
      1. Tenbury High Ormiston Academy believe all children can behave well with the right support.
      2. Every child is treated positively. Interactions between members of a school community are characterised by respect and warmth. Adults are compassionate especially when behaviour is challenging, because they understand children do not arrive at school with the same understanding of appropriate behaviour.
      3. Children who struggle the most receive the highest levels of support, and schools focus on finding causes of poor behaviour and addressing these, not excusing or explaining them away. Support is characterised by its proactivity – Tenbury staff aim to find solutions before children reach crisis.
   4. Principle 3 – Clear is kind
      1. At Tenbury High Ormiston Academy, children are explicitly taught rules and routines in a sequenced behaviour curriculum encompassing all aspects of school life, including extra-curricular activities and the journey to and from school. All children understand how to be successful. Children at Ormiston Academies know what is expected of them and what happens when they meet or do not meet these expectations.
2. Legislation, statutory requirements and statutory guidance
   1. This policy is based on legislation and advice from the Department for Education (DfE) on:

* [Behaviour in schools: advice for headteachers and school staff 2024](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)
* [Searching, screening and confiscation: advice for schools 2022](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education 2024](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
* [Working Together to Safeguard Children 2023](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)
* [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2024](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)
* [Working together to improve school attendance 2024](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
* [Mental health and behaviour in schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)
* [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).
* [Relationships and sex education (RSE) and health education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

1. Related OAT policies

* Attendance
* Allegations of Abuse Against Staff
* Anti-bullying
* Child Protection and Safeguarding
* Equality and diversity
* Searching, screening and confiscation
* SEND
* Staff Code of conduct
* Suspension and Exclusion
* Whistleblowing
* Uniform

1. Leadership and management
   1. Trustees and governors
      1. Trustees are responsible for monitoring the effectiveness of the Behaviour Policy across the trust.
      2. Trustees will:

* hold the Executive Team to account for the successful implementation of the policy, including ensuring that there is no discipline disparity between any groups of children, especially those with protected characteristics
  + 1. The local governing body in each academy is responsible for monitoring the effectiveness of the Behaviour Policy in the academy
    2. Governors will:
* hold the principal to account for the successful implementation of the policy, including ensuring that there is no discipline disparity between any groups of children, especially those with protected characteristics
  1. Principal
     1. The principal is responsible for setting and maintaining the behaviour culture of the academy and ensuring that all staff and children feel safe and supported.
     2. The principal will:
* ensure that the academy has high expectations of children’s conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff
* aim to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying, harassment, violence and aggression
* together with the leadership team, be highly visible in the academy to engage with children, staff and parents and promote high standards of behaviour
* ensure that all staff are successfully inducted into the academy’s behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour guidance, routines and strategies
* ensure all staff act as positive role models for behaviour with high standards of personal and professional conduct
* ensure that safeguarding and child protection concerns are identified effectively, and children are offered support rather than sanctions when appropriate
* ensure parents are aware of the academy’s expectations and wherever possible, partner with them to understand and support any behavioural issues
* regularly seek ‘children’s voice’ to understand the views and experiences of behaviour in the academy
* regularly review behaviour data and take any necessary steps to eliminate discrimination, reduce bias and ensure compliance with equality law
* ensure the behaviour curriculum, including expectations, routines and rules are explicitly taught to children, and understood by all
* Ensure children receive education on positive healthy relationships in all contexts, including online and offline relationships, so they can identify prejudice, discrimination and bullying
  1. Teachers
     1. Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all children[[1]](#footnote-1)
     2. Teachers will:
* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the behaviour policy and agreed teaching and learning routines
* have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* maintain consistent standards of behaviour in the classroom while ensuring reasonable adjustments are made by balancing fairness with flexibility
  1. All staff
     1. All staff are responsible for implementing measures in the behaviour policy to secure excellent standards of behaviour
     2. All staff will:
* model and maintain positive relationships with children, so that they can see examples of good behaviours and feel confident to ask for help when needed
* uphold the whole academy approach to behaviour by modelling and teaching routines, values and standards in every interaction[[2]](#footnote-2)
* address misbehaviour swiftly and act decisively when behaviour, including the use of discriminatory language, falls below the expected standards
  1. Children
     1. Children will:
* be made aware of the academy’s behaviour standards, expectations, rewards and sanctions
* receive an age-appropriate induction process, including those who are admitted mid-year, that familiarises them with the academy’s behaviour culture, rules and routines
* receive regular and explicit teaching of behaviour expectations throughout the academic year
* be educated about healthy relationships in all contexts, both online and offline, and to understand their rights and responsibilities regarding their behaviour
* be made aware of the pastoral support that is available to them to help them meet the behavioural standards
* be asked about their experiences of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
  1. Parents
     1. Parents are responsible for working in partnership with the academy to support and reinforce the behaviour policy.
     2. Parents will:
* promote a positive culture of behaviour and celebrate their child’s successes and achievements
* get to know the academy’s behaviour policy and reinforce the ethos and values of the policy with their child when necessary
* support their child in adhering to the academy’s behaviour policy
* inform the academy of any changes in circumstances that may affect their child’s behaviour
* discuss any behavioural concerns with relevant staff promptly – Assistant Principal – Mr A Wilks
* take part in any pastoral work following misbehaviour (for example: attending reintegration meetings or reviews of specific behaviour interventions)
* raise any concerns about the management of behaviour with the academy directly – Mr A Wilks

1. Behaviour curriculum
   1. All OAT academies want children to feel confident and curious and to behave compassionately to those around them. These qualities should be nurtured and modelled by all staff. Staff can reinforce the behaviour curriculum in every interaction they have with children by:

* Modelling what positive relationships look like, in their interactions with all members of the academy community
* Acknowledging and praising behaviour that meets the expected standard
* Giving children clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
* Being clear and consistent in the use of sanctions
  1. Children will also be taught explicitly and regularly about behaviour through: [insert refs to behaviour curriculum e.g., PSHE, citizenship education, SMSC, assemblies, form time and reference to particular strategies to teach behaviour e.g., Votes for Schools].
  2. Any children who join mid-term will be given information about the academy behaviour system and their understanding of this will be monitored by [insert role e.g., form tutor, class teacher,

1. Behaviour expectations
   1. In Tenbury High Ormiston Academy, children are expected to:

* Be ready to learn
* Be on time to school and to all lessons
* Dress in full school uniform
* Be responsible for your own learning
* Be respectful
* Respect yourself, others and your environment
* Be polite, kind and considerate
* Listen to others and expect to be listened to
* Be safe
* Move quietly and calmly around the academy
* Eat and drink in appropriate places
* Be in the right place at the right time

1. Safeguarding
   1. The academy recognises that changes in behaviour may be an indicator that a child is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a child’s behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.
   2. Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children’s social care is appropriate.
2. Behaviour expectations and SEND
   1. All students, including those with SEND, are expected to adhere to the academy’s behaviour expectations and routines. However, the academy recognises that students with SEND may need differentiated support to meet these expectations effectively.
   2. Reasonable adjustments will be made for students with SEND where their disability impacts behaviour. This may include tailored interventions, additional support, or alternative methods of communication to help them understand and meet behavioural expectations.
   3. Individual Behaviour Plans (IBP): For some students with SEND, an Individual Behaviour Plan may be developed in collaboration with the SENCO (Special Educational Needs Coordinator), teachers, parents, and other professionals. The plan may outline specific strategies and support to manage behaviour while promoting the student’s wellbeing.
   4. Staff members are trained to understand the needs of students with SEND and how these may influence behaviour. This includes awareness of conditions like ADHD, autism, and emotional and behavioural difficulties, and how to respond appropriately and fairly to meet their needs.
   5. The academy will work with external agencies, to better understand a student’s needs and design effective behaviour management strategies that support their inclusion in the classroom.
   6. While maintaining high behaviour expectations for all, the academy acknowledges that flexibility in approach is necessary to accommodate the varied needs of students with SEND. This ensures that all students can thrive in a supportive and understanding environment.
   7. Children learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of a behaviour incident.
   8. Staff will be supported in this by the academy’s SENCO, Pastoral Lead & Heads of Year and will have reference to OAT’s latest SEND policy and the DfE’s Mental Health and Behaviour in Schools guidance[[3]](#footnote-3) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
3. Responding to positive behaviour
   1. Children learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will aim to create a positive and supportive environment in the classroom and around the academy using positive language and relationships based on dignity and respect. This helps children to engage in and make good progress with their learning and can promote staff and child health and wellbeing.
   2. The academy recognises that acknowledging positive behaviour encourages further positive behaviour. Communicating positive behaviours to parents can also be an effective way to motivate children to behave well.
   3. When a child’s behaviour meets or goes above the expected behaviour standard, staff will recognise this through positive recognition, rewards, and celebrations. This will include recognising the progress of children who require additional support with their behaviour.
   4. The academy will demonstrate a fair and clear application of rewards to reinforce the routines, expectations, and norms of the academy’s behaviour culture.

These are:

Verbal praise

▪ Achievement points via Edulink

▪ Communicating praise to parents via a phone call or written correspondence

▪ Post cards, certificates, prize ceremonies, or special assemblies celebrating success, such as the end of term 100% attendance assembly.

▪ Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

▪ Whole-class or year group rewards, such as a popular activity, extended lunch.

Whole House rewards as part of the House system.

Responding to behaviour that is below the expected standard

* 1. Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of the standards in a consistent, fair, and proportionate manner, so children know with certainty that misbehaviour will always be addressed.
  2. When managing behaviour, staff apply our principles of behaviour and belonging with due consideration.
* Always a reason
* Clear in kind
* Positive regard

1. Low level disruptions
   1. Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other children can be badly affected.
   2. To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using a variety of strategies and de-escalation techniques.
   3. Low level disruptions can also occur outside of the classrooms, while moving around the academy and during break and lunch times. Staff, including SLT, teachers and teaching assistants, will apply the same approaches and intervene quickly and calmly.
2. Sanctions
   1. In situations of children displaying low level disruption and when misbehaviour continues, sanctions are a legitimate form of behaviour management and are used consistently and fairly.
   2. Where the misbehaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. If this is the case, staff will follow the OAT Child Protection & Safeguarding policy and speak to the DSL or deputy at the earliest opportunity
   3. Staff can sanction children whose behaviour falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time children are in the academy or elsewhere under the charge of a member of staff, including on academy trips.
   4. Sanctions must be reasonable and proportionate.
   5. Following any sanction, the academy will support the child to reflect on and understand their behaviour. At the same time, staff will work together to understand a child’s context as this will inform effective responses to more complex behaviours.
   6. The academy will plan and use age/developmentally appropriate strategies and interventions to support a child, without lowering expectations for any child’s behaviour.

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| **The academy uses the following general strategies or approaches to support behaviour needs:**   * **De-escalation techniques** * **An understanding of adverse childhood experiences (ACEs) and how these may impact on behavior.** * **Restorative communication.** * **Referrals to internal interventions.** * **Referrals to specialist agencies.**   **Reasonable adjustments through time outs and coaching walks** | | | |
| **The academy may use the following sanctions together with pre and post support:** | | | |
| **Consequence** | **Pupil Behaviour** | **Definition** | **Action** |
| C0 | Toilet | Pupil has a toilet pass and uses it during the lesson. In exceptional circumstances, pupils can go to the toilet in the middle 30 minutes of the lesson. Not the first 15 minutes or the last 15 minutes. | Class teacher to log on EduLink. |
|  | Time Out | Pupil who is on either Sensory Circuit, Coaching Walk or Supervised time out list uses their Time Out and “On Call” is called. | Class teacher log on EduLink. |
| C1 | Failure to meet behaviour expectations (RESPECTFUL AND READY) | Inability or unwillingness to adhere to established standards of behaviour in a learning environment. "Respectful" typically entails showing consideration and politeness towards others, while "ready" implies being prepared for learning. | No need to log, explain to pupil where they on the behaviour ladder. “You are now on a C1, I’m going to give you some time to get it right and not… eg. Talk over me.” – Give 5 minutes |
|  | Lack of engagement with task in line with lesson expectations (E.g., not completing recall)  (RESILIENCE) | Describes a pupil's failure to actively participate or invest effort in an assigned activity or task that aligns with the objectives or expectations of the lesson. For example, not completing a warm-up exercise ("Recall") at the beginning of class. | No need to log, explain to pupil where they on the behaviour ladder. “You are now on a C1, I’m going to give you some time to get it right and not… eg. Talk over me.” – Give 5 minutes. |
|  | Lack of effort (RESILIENCE) | Refers to a pupil's failure to exert a sufficient amount of energy, attention, or diligence towards a task or academic endeavour. It implies a passive or disinterested approach to learning or completing assignments. | No need to log, explain to pupil where they on the behaviour ladder. “You are now on a C1, I’m going to give you some time to get it right and not… eg. Talk over me.” – Give 5 minutes |
| C2 | Late to school | Refers to a pupil arriving at school after the designated start time, which may disrupt the learning environment and cause the pupil to miss important instruction or activities. Form tutors late is anything after 8.47am. | Admin or Class teacher Logs on EduLink  Referred to Break lates/uniform detention. Given a Blue Card. (If in bubble, admin staff. If late to form, by teaching staff) |
|  | Lack of equipment/PE Kit/Catering Ingredients | Pupil does not have the basic equipment below when checked by tutor: Black/blue pen, pencil, ruler, rubber, red pen, sharpener & glue stick. | Form tutor log on Edulink by 9.30am and book into detention (Same day at break) – Give the pupil a green card. |
| C2 | Incorrect school uniform | Describes a situation where a pupil is not dressed according to the school's dress code or uniform policy, which typically includes specific clothing items or attire that pupils are required to wear. | Admin or Class teacher Logs on EduLink  Referred to Break lates/uniform detention. Given a Green Card. (If in bubble, admin staff. If late to form, by teaching staff) |
|  | Missed homework or Deadline | Refers to a pupil's failure to submit assigned homework or missing a deadline (E.g. NEA submission) by the specified due date or to the expected standard. | Class teacher logs on EduLink – Lunchtime faculty detention (same day) – P5 next day lunch detention. |
|  | Chewing gum or eating/drinking outside of the designated area | Indicates a violation of rules regarding food or drink consumption within a specific area, often a classroom or school building. Chewing gum or consuming food/drinks outside of designated areas can be considered disruptive or unsanitary. | Class teacher logs on EduLink – continue as part of the behaviour ladder.  Circumvents C1, or if on C2 it’s an immediate C3. |
|  | Repeated C1 | Indicates a recurring pattern where a pupil repeatedly fails to follow instructions whether it be behaviourally or with their classwork. | Class teacher logs on EduLink |
|  | Unkindness | Indicates a pupil that is showing a lack of respect for others, this can be staff and pupils. | Class teacher logs on EduLink |
| C3  C3 | Repeated C2 | Indicates a recurring pattern where a pupil repeatedly engages in behaviours categorised as "C2," which may denote a moderate infraction or violation of school rules or expectations. It suggests a persistent disregard for established norms despite previous warnings or interventions. | Class teacher logs on EduLink  Call ‘On Call’  Pupil removed.  Pupil to sit 45-minute detention, same day. |
|  | Breach of phone policy (confiscate phone) | Refers to a pupil using their phone on school site during the school day. Phones will be handed in at AM Reg and given back at PM Reg. | “On Call” for confiscation, Member of staff who has confiscated Log on EduLink. |
|  | Direct use of derogatory language - directed at another pupil/staff (Immediate C3) | Indicates a serious infraction where a pupil uses offensive or disrespectful language targeting another pupil or staff member. Immediate action at the level of "C3" may be taken due to the severity of the behaviour. | Class teacher logs on EduLink  Call ‘On Call’  Pupil removed.  Pupil to sit 45-minute detention, same day.  Refer to HOY/SLT – Email statement to them if directed at staff. |
|  | Indirect use of derogatory language - (Immediate C3). | Indicates a serious infraction where a pupil uses offensive or disrespectful language. Immediate action at the level of "C3" may be taken due to the severity of the behaviour. | Class teacher logs on EduLink  Call ‘On Call’  Pupil removed.  Pupil to sit 45 minute detention, same day.  Refer to HOY/SLT – Email statement to them if directed at staff. |
|  | Pupil walks out of classroom without permission (Reasonable adjustment for those with Timeouts) | Describes a situation where a pupil leaves the classroom without obtaining permission from the teacher, which may disrupt the learning environment and compromise safety protocols. The mention of "reasonable adjustment for those with Timeouts" suggests there may be specific protocols or accommodations in place for certain pupils. | Class teacher log on EduLink  Call ‘On Call’  Pupil removed.  Pupil to sit 45 minute detention, same day. |
|  | Damage to academy equipment or property | Refers to intentionally or negligently causing harm to school-owned equipment or property, which may include items such as furniture, technology, or facilities. Damage to academy equipment or property is a serious offense that may result in disciplinary action and restitution for damages. | Class teacher log on EduLink  Call ‘On Call’  Pupil removed.  Pupil to sit 45-minute detention, same day. |
|  | Internal Truancy | A pupil that has not arrived at lessons after 15 minutes or that is refusing or absconding from the lesson. | “On Call” if pupil is missing. The member of staff “On Call” will log as Truancy.  Pupil to sit 1 hour ‘Lost Learning Detention’ – Same Friday.  If a repeat, HOY to put on ASP and invite parents in. |
| C3 | Poor behaviour at social time. | A pupil acting in an unsafe manor. Showing a lack of respect to themselves, others or school property. | Class teacher log on EduLink  Call ‘On Call’  Pupil removed.  Pupil to sit 45-minute detention, same day. |
|  | Risk to health and safety of self/others | When a pupil compromises the safety of themselves and others. Acting in a dangerous or potentially hazardous way. | Class teacher logs on EduLink  Call ‘On Call’  Pupil removed.  Pupil to sit 45-minute detention, same day. |
|  | Failed break detention | A pupil misses a break detention for uniform, equipment or lateness. | Logged by Pastoral Officer  Moves to 45 minutes afterschool |
|  | Failed Faculty detention | A pupil misses a lunch detention for homework. | Logged by staff on duty  Email to Pastoral Officer  Moves to 45 minutes afterschool |
| C4 | Reset Isolation | Indicates a recurring pattern where a pupil is removed from 2 lessons within a day. | SLT/HOY/Pastoral logs on EduLink C4 repeated C3.  Isolated for 24 hours, unless the pupil shows ATL of 1. This then can be reduced to 3 lessons + social time. |
|  | Breach of school policy | Indicates when a pupil may have contraband in their possession. For example, vapes, cigarettes or using laser pens. | SLT/HOY/Pastoral logs on EduLink C4 repeated C3.  Refer to HOY/SLT for action and consequence. |
|  | Verbal abuse | Describes verbal aggression or attack directed at another individual, such as a pupil or staff member. Verbal assault can cause harm, distress, or intimidation and typically warrants immediate and significant disciplinary measures. | SLT/HOY/Pastoral logs on EduLink C4 repeated C3.  Refer to HOY/SLT for action and consequence. |
|  | Failure to attend after-school detention | Indicates a pupil's non-compliance with a disciplinary consequence, specifically after-school detention, without providing a valid excuse or justification for their absence. Failure to attend scheduled detention sessions without a valid reason may result in further consequences. | SLT/HOY/Pastoral logs on EduLink.  C4 Isolation for social time the next day. |
| C4 | Failure to attend social time isolation. | Indicates a pupil that does not attend at break or lunch after missing their afterschool. | SLT/HOY/Pastoral logs on EduLink.  C4 24-hour isolation. |
|  | Refusal to enter RESET room | Refers to a pupil's refusal to comply with instructions to enter a designated RESET room, which is typically used as a space for reflection or behaviour intervention. Refusal to enter the RESET room may indicate defiance or non-compliance with disciplinary protocols. | SLT/HOY/Pastoral logs on EduLink.  “On Call” moved to be put into isolation. If refusal to go into isolation, home call made home as per Isolation protocols. |
|  | Disrupting learning in RESET room | Describes a pupil's disruptive behaviour while in the RESET room, which is intended to provide a structured environment for reflection or behaviour management. Disruptive behaviour in the RESET room undermines its purpose and may result in additional consequences or interventions. | SLT/HOY/Pastoral logs on EduLink C4 repeated C3.  Pupils is now removed into Isolation. |
|  | Disrupting learning in isolation | Indicates a pupil that has been disruptive during isolation, affecting the learning of others. | Phone call home, made clear that if this continues the pupil will be suspended – if no answer. Email sent. |
| C5 | Serious breach of school policy | Refers to a significant violation of the established rules, regulations, or guidelines set forth by the school administration. Serious breaches may encompass a wide range of infractions, including but not limited to, behaviour, academic integrity, safety protocols, or ethical standards. | Principal decision |
| Permanent Exclusion | * Persistent disruptive behaviour * Serious one-off incidents | * Permanent exclusion * LA notification | * Principal * VP * Gov’s |

|  |  |
| --- | --- |
| **Post Support** | ***All are subject to 2 weekly or 4 weekly reviews, Stages 3-5 may be 6 – 12 week process dependant on needs and implementation of internal/external support and interventions allowing for impact.*** |
| **Stage** | **Support Actions** |
| **Level 1 (Green)** | - **Form Tutor (FT)** initiates a behaviour monitoring report and sets clear targets. |
| - Contacts parents/carers to confirm the report process and explain expectations. |
| - Provides daily feedback to the student on progress. |
| - Monitors attendance and punctuality data. |
| - Identifies any immediate barriers to behaviour improvement. |
| **Level 2 (Yellow)** | - **FT** reviews initial targets and adjusts if necessary. |
| - Contacts parents/carers to update them on progress and inform them of potential escalation if behaviour does not improve. |
| - Monitors daily progress and logs improvements/concerns in the behaviour system. |
| - Begins discussions about possible external support or school-based interventions, e.g., mentoring or pastoral check-ins. |
| **Level 3 (Orange)** | - **Head of Year (HoY)** meets with parents/carers and the student to discuss behaviour patterns, challenges, and agreed support strategies. |
| - Creates a formal plan with targets, reviewed after 2 and 4 weeks. |
| - Provides a letter summarising agreed actions and escalation procedures. |
| - **Check PASS, CAT-4, and NGRT data** to identify underlying barriers to learning and behaviour. |
| - Complete SEMH behaviour indicator online tool to assess social, emotional, and mental health challenges. |
| - Complete SDQ (Strengths and Difficulties Questionnaire), genogram, and conduct solution-focused mentoring sessions with the student. |
| - Liaise with **SEND department/Behaviour Lead** if further screening is required in **Cognition and Learning** (e.g., EXACT, dyslexia, WRAT-5) and/or **SEMH** (e.g., RCADS, SNAP-IV). |
| - Start appropriate interventions, such as solution-focused mentoring, restorative work, or group support programs. |
| - Use data insights to customise support and regularly liaise with SENDCo, DSL, or external social workers as needed. |
| **Level 4 (Purple)** | - **HoY/Assistant Principal** reviews and updates the **Personal Support Plan (PSP)**. |
| - Ensures **SENDCo** involvement to assess for additional needs (e.g., cognitive, SEMH). |
| - **SLT, HoY, and SENDCo** meet with parents/carers and student to review progress at weeks 3 and 6. |
| - Regularly communicates with external agencies (e.g., Educational Psychologist, Early Help) for further support. |
| - Introduces part-time or full-time PSU/AP placements if necessary. |
| - Provides written updates on intervention effectiveness. |
| - Considers options like managed moves or specialist support programs. |
| **Level 5 (Red)** | - **Senior Leadership Team (SLT)** sends a formal letter to invite parents/carers to a PSP review meeting. |
| - Shares all relevant PSP documentation and includes a parental questionnaire for feedback. |
| - Reviews PSP with a focus on achieving agreed targets and addressing barriers. |
| - Implements intensive interventions (e.g., mentoring, counselling, therapeutic support). |
| - **Discuss the student at SLT meetings**, involving SENDCo, DSL, PSU, or AP manager as appropriate. |
| - Where necessary, regularly communicate with **social workers and/or Virtual School Head (VSH)**. |
| - Initiate **MASH/Early Help referrals** to secure additional support for the student and family. |
| - Review the intervention package every **3–4 weeks** to ensure effectiveness and adapt as needed. |
| - Liaise with **OAT Local Partnerships (Behaviour, SEND, Mental Health)** for additional expertise. |
| - Consider support from **external agencies**, such as an Educational Psychologist, for a detailed assessment and recommendations. |
| - Explore **part-time or full-time PSU/AP placements** for targeted, structured support. |

* 1. Removal from classroom
     1. Removal from classroom is a serious disciplinary sanction and will only be used once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.
     2. Removal from classroom as a sanction does not include circumstances in which a child is asked to step outside the classroom briefly for a conversation with a member of staff and asked to return following this. It also does not include the use of Reset Room for planned intervention or therapeutic work to support with behaviour.
* If a child is removed from class the academy will inform parents the same day via EduLink. The behaviours that may lead to removal from class include the following (note this list is not exhaustive): Internal Truancy
* Repeated disruption to learning
* Repeated failure to follows instructions
* Breach of phone policy
* Derogatory language (Indirect/direct)
* Walking out of the classroom
* Damage to equipment of property
* Poor behaviour in Social time
* Risk to Health
  + 1. Children who are removed from class will be sent to the Reset Room where their education will be continued and to allow them to regain calm in a safe space. The academy will ensure that staff supervising removal areas are suitably trained to support children.
    2. Children will remain in removal for no longer than is necessary. For most children this will be a maximum of one lesson. However, there may be exceptional circumstances, which must be agreed by the principal and communicated to the parents and the child in a timely manner, where children remain in removal for more extended periods.
    3. Staff will record all incidents of removal from the classroom along with details of the incident that led to removal. The academy will monitor and analyse data weekly and this may be used to provide timely intervention and support to children.
    4. The completion of OAT’s ‘pre-exclusion checklist’ should be completed for children who are frequently removed from class and at risk of exclusion. Leaders of behaviour should review cases of children at risk of exclusion with Lead Practitioners of Behaviour and SEND.
  1. Suspension and permanent exclusion
     1. Suspensions will be used as a last resort. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all children and staff. Principals can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following extensive support and intervention.
     2. In deciding whether to issue a suspension or permanent exclusion the academy will have reference to OAT’s Suspension and Exclusion policy and legislation that governs the suspension and permanent exclusion of children.
     3. In considering suspension or exclusion the principal should ensure that, as far is appropriate, the academy’s ‘pre-exclusion checklist’ has been considered. This will guide principals in their review of support and intervention strategies in response to misbehaviour.
     4. Where the child has an identified special education need or disability and is receiving support at the level of School Support (SEND register) principals should ensure the relevant Education Director has been contacted for consultation before a decision to permanently exclude has been made.
     5. If the child has a Child protection or Child in Need Plan or is a Looked after Child, principals are encouraged to consult with their Education Director before a decision to permanently exclude has been made.
     6. Where the child has an Education, Health and Care Plan (EHCP), SEND Lead Practitioners, in addition to the relevant Education Director will have been contacted for consultation before a decision to permanently exclude has been made.

1. Supporting children following a serious sanction
   1. A reintegration meeting with parents and the child following an exclusion is essential for restoring relationships, rebuilding trust, and setting clear expectations for future behaviour. It allows the school to address the underlying causes of the behaviour, collaborate on support strategies, and ensure the student feels welcomed back into the learning environment. By promoting accountability and involving both parents and the student in the process, the meeting helps prevent future issues and supports a successful reintegration.
   2. Children who need more intensive support with their behaviour or pastoral needs or who are at risk of suspension or permanent exclusion may be referred to spend time in the academy’s Reset room which is called Reset or in an off-site Alternative Provision (AP) unit.
   3. The aim of the Reset room or offsite AP unit is to improve behaviour so that the child can successfully reintegrate back into mainstream lessons.
   4. The academy will:

* share information with multi-agency partners if appropriate and consult with parents on the pupil support unit placement
* deliver a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the academy’s curriculum, and supports reintegration. The curriculum may be more bespoke to address specific support and intervention needs
* maintain a positive, visible presence from academy leaders to make the pupil support unit an integral part of the academy
* deploy staff with the appropriate skills set to the pupil support unit so children can be supported with their behaviour and learning needs to ensure effective impact and progress
* regularly monitor the progress of all children in pupil support units, including those attending a unit at a different school.
* actively involve children and parents in reintegration discussions

1. Alternatives to suspension and permanent exclusion
   1. Offsite direction
      1. Off-site direction is when a governing board arranges temporary off-site provision for a child to attend another education setting to improve their behaviour. Parental agreement is not a requirement of off-site direction although it is always best practice to try and receive this. Parents should be kept informed at all stages of the process and consulted wherever possible.
      2. Where interventions or targeted support have not been successful in improving a child’s behaviour, the academy may use off-site direction to arrange time-limited placements at an Alternative Provision or another mainstream school. Children accessing this support will be dual registered.
   2. Managed moves
      1. A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. This is dependent on local schools having the capacity to receive children under this process, which is not always the case. For this reason, managed moves may not be on offer in all geographical areas.
      2. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil’s best interests.
2. Reasonable force
   1. What is reasonable force?

* The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
* Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
* ‘Reasonable in the circumstances’ means using no more force than is needed.
* As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
* Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
* 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 child.
  1. Who can use reasonable force?
* All members of academy staff have a legal power to use reasonable force.
* This power applies to any member of staff at the academy. It can also apply to people whom the principal has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on an academy organised visit.
  1. When can reasonable force be used?
* Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
* In a school, force is used for two main purposes – to control children or to restrain them.
* The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
* The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
  1. Academies can use reasonable force to:
* remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* prevent a child behaving in a way that disrupts an academy event or an academy trip or visit;
* prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
* restrain a child at risk of harming themselves through physical outbursts.
  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 Teach).

1. Restraint / positive handling plans
   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.
   2. These plans will be developed in the child’s best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed termly or when the needs of the child change.
   3. The plan will document situations that may trigger challenging behaviour and any successful preventative strategies. The plan will also document how physical intervention should be used appropriately.
2. Recording, reporting and responding to incidents of restraint/positive handling/use of reasonable force
   1. Parents will be informed on the same day as the incident and invited into the academy to discuss the incident as soon as practicable.
   2. A written review of the incident will be conducted by the principal and DSL and recorded on CPOMs within 5 working days and any positive handling plan updated as appropriate.
3. Behaviour outside of academy premises
   1. The academy can sanction children for misbehaviour outside of the academy premises to such an extent as is reasonable. Conduct outside the academy premises, including online conduct, that might result in a sanction includes misbehaviour:

* when taking part in any academy-organised or academy-related activity
* when travelling to or from the academy
* when wearing academy uniform
* when in some other way identifiable as a child at the school
* that could have repercussions for the orderly and safe running of the academy
* that poses a threat to another child
* that could adversely affect the reputation of the academy
  1. The decision to sanction a child will be lawful if it is made on the academy premises or elsewhere at a time when the child is under the control or charge of a member of staff of the academy.
  2. When non-criminal poor behaviour and bullying occurs off the academy premises or online and is witnessed by a staff member or reported to the academy, the academy will:

insert academy response e.g.

* gather information and evidence
* take witness statements including from the alleged perpetrator
* inform parents of the incident
* inform any relevant services/agencies e.g. children’s services, youth offending team]
  1. Following confirmed misbehaviour outside of academy premises, the academy may impose the following sanctions:
* Sanctions may be in line with the behavior policy (see 12.7)

1. Searching, screening and confiscation
   1. Searching, screening and confiscation will be conducted in line with the DfE’s [[latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation)](https://www.gov.uk/government/publications/searching-screening-and-confiscation) and OAT’s Searching, Screening and Confiscation Policy.
   2. Principals and the staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a banned item.
   3. These banned items are:

* knives and weapons
* alcohol
* illegal drugs
* stolen items
* any article that the member of staff reasonably suspects has been, or is likely to be used
  + to commit an offence, or
  + to cause personal injury to, or damage to property of; any person (including the child).
* tobacco and cigarette papers
* e-cigarettes or vapes
* fireworks
* pornographic images
* weapons
  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.

1. Suspected criminal behaviour
   1. If a child is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
   2. When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
   3. If a decision is made to report the matter to the police, the DSL or DDSL will make the report.
   4. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
   5. If a report to the police is made, the DSL will make a tandem report to children’s social care, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions must be recorded on CPOMs.
2. Child on child abuse sexual violence and sexual harassment
   1. Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned.
   2. The academy will never normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. All staff must challenge all inappropriate language and behaviour between children and ensure respectful relationships and high standards of conduct between staff and children at all times.
   3. Following any report of child-on-child sexual violence or sexual harassment offline or online, the academy will follow the safeguarding principles set out in [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the academy’s initial response. Each incident will be considered on a case-by-case basis and sanctions may be applied whilst other investigations by the police and/or children’s social care are ongoing.
   4. All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.
3. Behaviour incidents online
   1. The academy expects the same standards of behaviour online as offline: everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.
   2. When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy).
4. Malicious allegations
   1. Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the child in accordance with this policy.
   2. Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the child in accordance with this policy.
   3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO) and OAT’s safeguarding team, where relevant) will consider whether the child who made the allegation is in need of help. If so, a referral to children’s social care may be appropriate.
   4. The academy will also consider the pastoral needs of staff and children accused of misconduct.
5. Mobile phones
   1. At Tenbury High Ormiston Academy we do not allow mobile phones in school.
   2. Allowing access to mobiles in the academy introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For that reason, all mobile phones must be handed in during form time into the tutor boxes. Failure to comply will result in confiscation, a same day detention and parents collecting the phone.
   3. In exceptional circumstances, and to support individual children, a child may be permitted by the principal to use their mobile phone during the school day as a reasonable adjustment.

* 1. All children in the academy will be informed about the potential reasons for exceptional use as part of the behaviour induction process.

1. Transition
   1. Inducting incoming children
      1. The academy will support incoming children to meet behaviour standards by providing an age-appropriate induction process to familiarise them with the behaviour policy and the wider school culture. This will include any children who start at the academy mid-year.
   2. Preparing outgoing children for transition
      1. To ensure a smooth transition to the next year, Tenbury High Ormiston Academy support and liaise with staff and other stakeholders to share information, ensuring smooth transition.
      2. To ensure behaviour is continually monitored and the right support is in place, information related to the behaviour issues of any child will be transferred to relevant staff at the start of the term or year.
2. Staff induction, development and support
   1. As part of their induction process, staff at Tenbury High Ormiston Academy are provided with training on managing behaviour, including training on:

* The Equalities Act and preventing disability discrimination
* Harmful Sexualised Behaviours
* Positive narration and scripting of use of behaviour system.
* Trauma informed practice
* De-escalation techniques
* Restorative communication
* The use of restraint/Team Teach
* How child protection, safeguarding, SEND and mental health needs impact behaviour
  1. Behaviour management will also form part of continuing professional development.

1. Monitoring and evaluating academy behaviour
   1. The academy will collect data on the following:

* Behavioural incidents, including removal from the classroom
* Attendance, permanent exclusion and suspension
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Incidents of positive handling/reasonable force
* Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture
  1. The data will be analysed weekly, half termly, termly and yearly by Mrs V Dean (Principal) and Mr A Wilks (Assistant Principal) & Data will be reviewed at the academy’s Strategic Progress Boards and at Local Governing Body Meetings and this analysis will be used to support academies to be proactive in improving children’s behaviour.
  2. The data will be analysed from a variety of perspectives including:
* At academy level
* By age group
* At the level of individual members of staff
* By time of day/week/term
* By protected characteristic
  1. The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the academy will review its policies and practice to tackle it.

1. Children’s Voice
   1. Asking children about behaviour in the academy and the implementation of the behaviour policy is a regular feature of the academy’s self-evaluation. The academy commits to listening to the voices of children and, in line with Article 12 of the  [United Nations Convention on the Rights of the Child](https://www.ohchr.org/en/professionalinterest/pages/crc.aspx)  (UNCRC), will provide an opportunity for all children to have a say in matters which affect them and to be involved in decisions that affect them, as far as is appropriate. At Tenbury High Ormiston Academy children’s views will be gathered through pupil voice at least half termly.
   2. Children’s Voice is also expressed at a trust level through the National Student Voice (NSV) and the Student Inclusion Advisory Board (SIAB), which is a subcommittee of the NSV.
2. Complaints
   1. Complaints regarding any aspects of the Behaviour Policy will be addressed under the OAT Complaints Policy.
   2. Concerns about wrongdoing at OAT academies in relation to the behaviour policy, such as malpractice, mismanagement or breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or be fellow employees should be raised using the Whistleblowing Policy.

1. DfE Teachers’ Standards: see Teacher Standard 7 (https://www.gov.uk/government/publications/teachers-standards) [↑](#footnote-ref-1)
2. See part 2 of the Teachers’ Standards which outlines the high standards of personal and professional conduct expected of teachers [↑](#footnote-ref-2)
3. See chapter 3 – understanding the link between mental health and behaviour [↑](#footnote-ref-3)