



# BEHAVIOUR, SUSPENSIONS AND EXCLUSIONS POLICY (INCLUDING REWARDS)

## Review Table

LGB Date of Ratification	5 February 2024
Review Interval	Annually
Date of Last Review	2 October 2023
Owner & Attached Governor	Sophie Mcfarlane & Michael Dennison





This policy sets out how North Oxfordshire Academy will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work and regulate the conduct of students. In applying this policy, North Oxfordshire Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. North Oxfordshire Academy will also have regard to its safeguarding policy where appropriate. \*\*

\*\*In this policy the term Fixed term Exclusion has been superseded by the term suspension.

The Academy behaviour policy is written in line with the following areas of legislation and guidance.

A guide to the law for school governors:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925104/Governance\\_Handbook\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf)

The DFE advice on the Equality Act 2010 (updated in 2014):

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/studentssupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Screening, Searching and Confiscation January 2018– advice for head teachers, staff and governing bodies:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf5](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf5).

Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff' 2012 (updated Sept 2020):

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

## Aims and Objectives

At North Oxfordshire Academy, learning is at the centre of everything we do. We believe that, in order to equip our students with the skill and experience required to fulfil their ambitions in the real world, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure and free to focus on their own learning.

Our intention is to promote a positive ethos in which students are engaged, inspired and challenged through a positive culture and climate for learning and where students are happy, confident and have positive relationships with those around them. All members of staff are expected to encourage students to behave responsibly and to manage their behaviour effectively.

North Oxfordshire Academy will use positive behaviour management to create an environment where effective teaching and learning can take place. An effective caring and learning environment that exhibits good behaviour and discipline will be more readily created with the following principles are evidenced:

- Promote self-esteem, self-discipline and positive relationships





- Provide a safe environment where learning is disruption-free
- Ensure a consistent approach to tackling poor and disruptive behaviour
- Make **reasonable adjustment** for those students with special educational needs and/or disabilities. This will include those students with a medical diagnosis or **education health care plan (EHCP)** in place as well as students with identified additional needs who may require more send / pastoral support.

Whilst our focus is to develop a positive environment which promotes disruption free learning, there will at times be the need for corrective measures.

## Implementing the Policy

**All staff** to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour and disruption free learning.

**The senior leadership** team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

**Students** are responsible for ensuring that the highest standards of behaviour and conduct are adhered to in and out of the academy. Students are responsible for moving round the academy safely ensuring there is a disruption free learning classroom climate and understanding that they represent the academy in the community as well as in school. Students should arrive on time to the academy each day, arrive at their lessons on time and aim for 100% attendance and punctuality.

**Parents** are crucial in helping NOA develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and take part in the life of the school and its culture.

NOA place value in a close relationship with parents and encourage parents to work in partnership with the us to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that NOA expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

## Behaviour Expectations

Below are the non-negotiable expectations we expect **all** of our students to follow. These are built on our character education **values** (themes) of Respect, Ambition and Determination. There are nine non-negotiables that students need to adhere to every minute of every day at North Oxfordshire Academy. Through a taught behaviour & character curriculum every week students are taught expected behaviours.

### NOA 9 – Non-Negotiables

1. I show **ambition** by attending every day and being on time.
2. I show **respect** by being smartly dressed in academy uniform with the correct equipment.
3. I show **determination** by always trying my hardest to learn.
4. I show **respect** by always doing as I am asked, the first time I am asked.
5. I show **respect** by being in the right place at the right time doing the right thing.
6. I show **determination** by taking pride in the presentation of my work.
7. I show **respect** by committing to disruption free learning.
8. I **respect** others, their opinions and their personal space.





9. I show **respect** by always taking pride in and respect my environment.

## Behaviour and Conduct

Students must:

- Ensure that all electronic devices such as mobile phones, tablets are out of sight and switched off and in their school bag at all times. The academy operates a ban on mobile devices being used at the academy for students this includes smart watches (watches can be used for time telling only). **The recording of staff or students on any personal device is prohibited at all times.**
- Not bring items of high value into the academy (the academy does not accept responsibility for loss, damaged or stolen items).
- Ensure that standards of uniform and appearance are excellent.
- Wear appropriate school footwear. Plain Black footwear (no boots, or steel-capped footwear).
- Not wear excessive jewellery - plain stud earrings – silver or gold, 1 per ear and 1 watch only.
- Not wear make-up. KS3 – No makeup at all. KS4 permitted to wear light foundation and mascara only.
- Not have unnatural hair styling or colours. These are not permitted – only natural hair colours are acceptable. Hair should not be shorter than a ‘grade 1 setting’ (no ‘skin-fade’ type haircuts). Beard or moustache length and styling must be short and conventional.
- Not have eye-brow lines these are not permitted, and nails should not be false or painted.
- Not wear non-uniform items in and around school, including non-NOA jumpers, hoodies or outdoor coats. NOA PE hoodies are only permitted to be worn in PE.
- Eat only in the designated areas and dispose of litter and food waste in the bins provided.
- Never engage in ‘play fighting’ or physical behaviour of any kind which could infringe the rights of others or risk physical injury.
- Use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all students’ needs.
- Follow instructions.
- Never engage in any behaviour which could be detrimental to any other individual’s health or wellbeing (i.e., bullying).

## Moving safely around the school site

Students should:

- Walk quietly on the left, with pace and purpose ensuring they are not blocking the way of any other members of the academy community.
- Ensure they are in full uniform whilst moving around the site, arriving and departing from the academy.
- Be courteous to staff, other students, visitors, and all members of the public.
- Not be drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately.
- Be silent when lining up as a group and being addressed by members of staff.
- Never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others’ health/wellbeing.

## Behaviour For Learning

Positive **Behaviour for Learning** habits enable students to engage in **learning**, make good academic **progress** and sustain good relationships with both adults and peers. Establishing Positive **Behaviour for Learning** habits helps students make smoother transitions into college, employment and adult life.

Students should:

- Line up quietly/in line ups and/or outside a classroom prior to the start of a lesson.





- Enter the classroom in a calm, orderly manner, standing behind their chairs, in the seating plan devised by the teacher and immediately commence the review activity when instructed.
- Listen to a staff member when the class is being addressed.
- Sit up straight in their seat with their chair tucked under the desk at all times.
- Track the teacher.
- Not shout or call out.
- Be equipped with the full equipment list.
- Not bring sweets/fizzy drinks or energy drinks into the academy. The academy upholds a healthy school agenda. (These will be confiscated).
- Ensure that toilet visits are taken during break or lunch unless the student has a medical condition, in which case a medical pass will be issued by the appropriate Pastoral Leader/Welfare Manager (reasonable adjustment).
- Ensure that no more than 3 students are in the toilet at the same time (only 1 per cubicle).
- Take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, feedback in green pen, dates and handwriting clearly legible.
- Work to the very best of their ability in each lesson showing focus and diligence.
- Ensure that all homework tasks are attempted and completed to the best of their ability.
- Seek a teacher or other adult’s help if any aspects of homework or classwork presents serious difficulty.

## Consequence System – In classrooms

If a student disrupts the learning of others or does not put in the required effort in lessons, the student will receive a consequence.

First Warning	First Warning – Name on the board – Warning - Issued	Warning
Second Warning	Second Warning – <b>Removal</b> to RESET 2 periods *	Removal

\*2 Removals in one week will result in a full day (4 periods) of RESET when the 2<sup>nd</sup> removal is issued.

### Behaviour Expectations

There are some more serious behaviours which would be dealt with primarily by senior members of staff at the academy. In some circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience.

Subsequent consequences will be decided upon by the relevant senior member of staff and/or the Principal. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- Being verbally abusive to a member of staff.
- Bringing illegal substances or items into the academy.
- Bringing a weapon or tool which could be used to injure another person in the academy. (including BB guns, etc.)
- The use of racist, sexist, homophobic or transphobic language.
- Persistent levels of defiance or aggressive behaviour.
- Persistent bullying.
- A physical assault on another student or member of staff.
- Behaviour which may bring the reputation of the academies into disrepute.
- Sexualised behaviours.
- Intentionally setting off the academy’s fire alarm (the damage to the alarm as well as labour will be charged to parents).





- Gambling or any behaviour designed to extort possessions or funds from others.
- Knowingly bringing a trespasser onto the academies site.
- A significant breach of health and safety.

Any behaviour which discriminates against the nine characteristics protected under the Equalities Act. Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate consequence/s which could include:

- Community service
- RESET
- Internal Exclusion
- Offsite direction day (Completion of RESET at another local school)
- Liaison with outside professional agencies to gain further support
- Police contact
- Meeting with members of the Local Governing Body
- Fixed-term Suspension
- Permanent exclusion

## Detentions

Detentions are set for a number of reasons which may include:

- Lateness to the academy (students arriving later than 8:25 am will be marked as late and three late marks in a week equates to an SLT detention lasting for 90 minutes).
- Failure to submit homework to the required standard / on the required date .
- Continual eating around the academy after first warning.
- Incomplete equipment.
- Uniform infringement and refusal to correct.
- Refusal to correct when being asked to do something by staff.
- Failure to move with purpose after a reminder.
- Mobile Phone: 'see it /hear it/ lose it'.
- Argumentative with staff.
- Inappropriate language if heard on site.
- Defacing school uniform.
- Damage to property – This can also result in RESET or another sanction and will be decided by the Pastoral and/or Senior Leadership Team.

Detentions are run centrally each day and are 30 minutes in length. Parents and carers will be informed of such detentions by text and/or phone call. If a student does not attend detention for good reason, there will be one opportunity to re sit before any further consequence.

The academy also run lunchtime detentions. These are mostly run by the Pastoral team.

A Senior Leadership Team (SLT) detention lasting 90 minutes can be assigned for students. These can be set on any day of the week. The SLT detention can be set for:

- Persistent lateness to the academy (x3 per week)
- Truancy (to make up learning time lost) (Truancy is also a full day in RESET)
- Any other incident agreed by a member of the Senior Leadership Team.

Students will be collected by a member of staff for this detention. **Failing to attend this 90-minute detention** will result in a parent meeting the following school day before the student returns to the academy. This will be with a senior member of staff. The student will then complete a full day in RESET. 24 hour notice of detention is not required. Parental permission is not required. When setting detentions staff at the Academy will consider:







- The welfare of the child
- Access to food drink and toilet facilities during any detention
- Whether the child has caring responsibilities
- Informing parents/travel arrangements.

The permitted times for detentions at the Academy are:

- Any school day when the student does not have permission to be absent
- Weekends but not those at the beginning and end of half term holidays
- Teacher training/inset days.

Students who fail to attend the detention will have further consequences as per the consequences grid.

Not attending the 30-minute detention, in most cases, will result in one chance to re-sit the detention. If the student refuses to re-sit the detention the student will be placed in RESET for a full day the following day (Serious Defiance).

### Contextual Safeguarding

NOA staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

NOA will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other need, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

The Academy will make **reasonable adjustments** as we recognise students' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academy's SENCO and inclusion team will be involved throughout in trying to ensure the student's needs are being met whilst still adhering to the high standards the academy sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of student need and in collaboration with all relevant stakeholders.

Students who are finding engagement difficult will be identified early to create a positive behaviour support plan – this will be completed by the SED/PL team. Students will be identified by the pastoral team and/or their pastoral leader to ensure that an action plan for success is created.

### Graduated Approach

NOA has a graduated response to behaviour issues. This is known as the Wave model and involves early identification and intervention if and when necessary. Wave 1 starts at school and classroom wide systems in place all the way up to wave 4/5 when a more individualised approach is more necessary.

### Homework





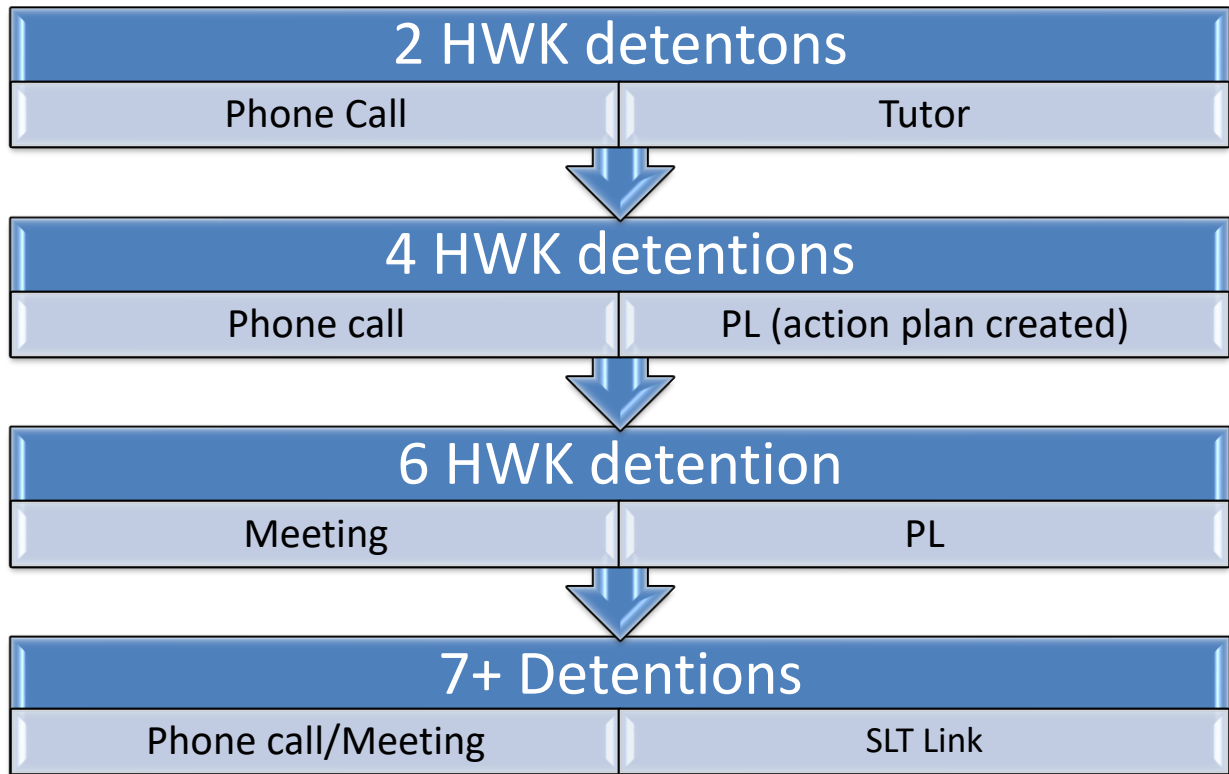
If homework is not completed students are issued a detention to complete on the same day lasting 30 minutes. Students have the opportunity to attend a homework club daily after school which is fully staffed to support with homework completion.







**Detention Flow chart – Per term**



**ARBOR Alert**

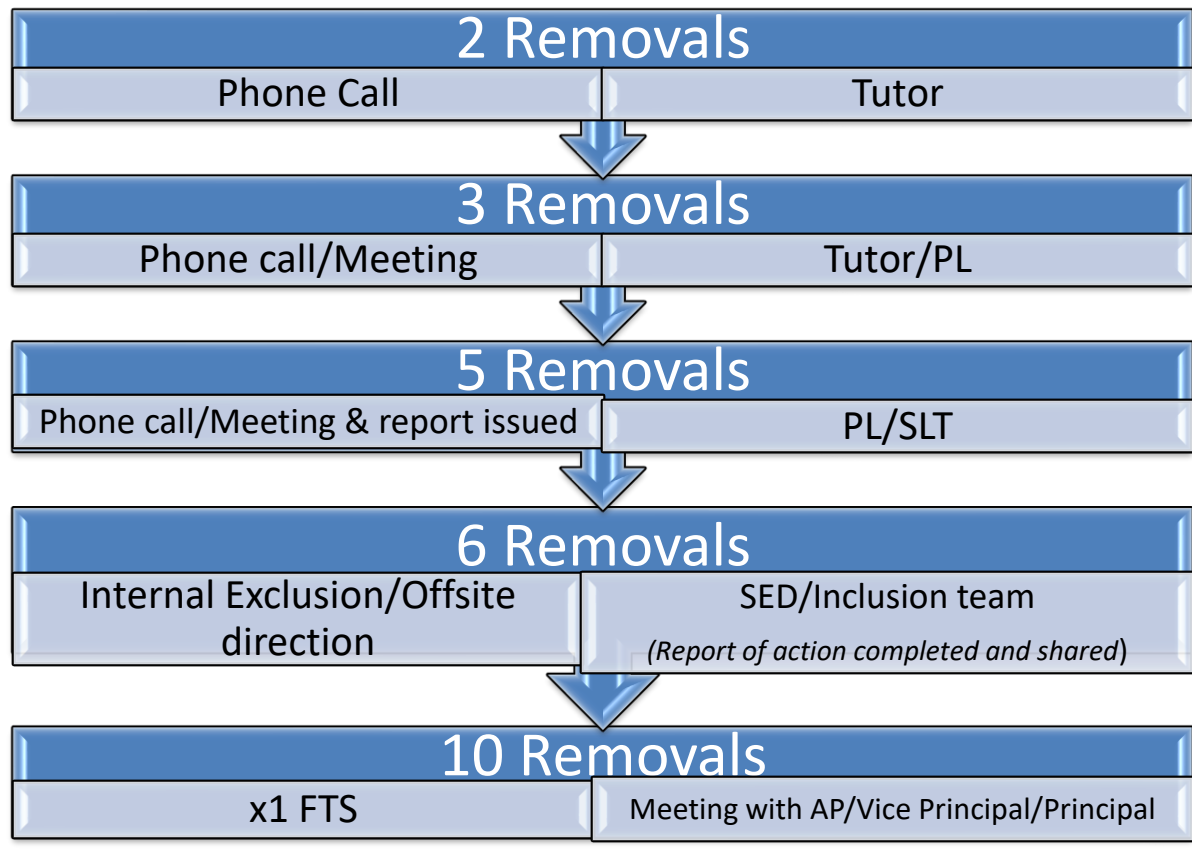
When issuing a removal from lesson staff use the ARBOR Emergency ALERT button so the pastoral team are aware of who to expect at RESET.

Staff can also use NOA-SLT to alert the senior team to a more serious issue that may need urgent attention.





**Behaviour flow chart per term**





NOA Behaviour Consequences Grid FULL

Type of behaviour	Verbal warning	After school same day Detention 30 mins	After school Senior LT detention 90 minutes	RESET	Internal exclusion	External Fixed Term exclusion
In lesson - Failure to follow instructions. Not adhering to the NOA9	Issued in first instance Warn - Name on board			2nd warning in the same lesson – removal issued student sent to RESET		Refusal of RESET
REMOVAL X2 in a week				RESET full day		
RESET X3					X6 RESETS in a term = internal exclusion/ <b>Offsite direction</b>	
Serious Incident/Serious Defiance X1				Serious Incident straight to RESET		
Serious Incident/Serious Defiance x3					Serious Incident x3	
RESET x10						RESET X10
Internal Exclusions						X3 internal Exclusions
Missing piece of equipment -Checked by teacher in tutor am	Anything missing	Detention issued for second incident of missing equipment (issued only by the tutor)				
Punctuality to Academy/lessons		Late and not in line up - detention issued	Late x3 in a week			
Homework not done		Homework not done				





Type of behaviour	Verbal warning	After school same day Detention 30 mins	After school Senior LT detention 90 minutes	RESET	Internal exclusion	External Fixed Term exclusion
Chewing, eating drinking in inappropriate place	Eating/drinking - warning given and opportunity to correct	No action or refusal from student	Repeated offences	Repeated offences placed in RESET and PL/SLT contacts parents		
Uniform incorrect / nail polish or false nails	Opportunity to correct - jewellery confiscated.	Nail polish False nails (Must be removed by the following day)	Repeat offences	No change to polish/false nails etc... Repeated offences		
Uniform incorrect – Shirt untucked/Skirt rolled/Sleeves rolled up, etc.	Opportunity to correct	No action or refusal	Repeat offences	Failure to correct		
Inappropriate hair – colour/ lines / patterns shaved				Call parent and RESET until corrected		
Out of lesson/around the academy behaviour. Refusal to follow instructions	Initial warning and explanation of consequences	If continued detention given	Repeated offences	Further refusal results in removal by PL/SLT. May result in RESET		
Bullying occurrence		Bullying 1 <sup>st</sup> Occurrence		Bullying 2 <sup>nd</sup> occurrence	Bullying 3 <sup>rd</sup> occurrence	Ongoing
Use of mobile phone in school		Confiscated by on call staff and given to reception – detention issued		*Refusal to hand over phone. Parent called to collect phone – SD issued		
Internal / external truancy			Detention given to make up learning time lost - parents contacted	Full RESET day also given		





Type of behaviour	Verbal warning	After school same day Detention 30 mins	After school Senior LT detention 90 minutes	RESET	Internal exclusion	External Fixed Term exclusion
Argumentative with staff failing to show respect	Initial warning given	Detention given if behaviour not corrected		RESET if continuation		
Failure to move with purpose after reminder	Initial warning given	Detention issued				
Inappropriate language		Detention if heard inside classroom or on site		Repeated incidents		
Detention Absence		Parent meeting the following morning – detention rescheduled		Missed detention x2		
Wilful damage of a student’s property		Required to pay, apologise and detention issued				
Acting with aggression towards another student causing a disturbance to the good order of the academy – including social media usage				SLT decision - RESET given - depending on severity	Depending on the level of disturbance possible internal exclusion	Depending on severity FTE may be considered.
Unprovoked assault on student					Minimum internal exclusion/ <b>offsite direction</b> parents contacted apology expected	Depending on severity FTE or permanent exclusion may be considered. Police may be called.



Type of behaviour	Verbal warning	After school same day Detention 30 mins	After school Senior LT detention 90 minutes	RESET	Internal exclusion	External Fixed Term exclusion
Swearing, aggression, insulting/Threatening a member of staff – including social media usage					Minimum internal exclusion/ <b>offsite direction</b> parents contacted apology expected	Depending on severity may lead to FTE or possible permanent exclusion.
Assault on member of staff						Exclusion FTE or permanent exclusion. Police may be called.
Wilfully undermining the security of the Academy (e.g. letting in strangers)					Minimum internal exclusion parents contacted	May be FTE depending on danger.
Sexual, homophobic, racist harassment					Minimum internal exclusion	Depending on level, FTE or Permanent exclusion. Police may be called.
Carrying dangerous items					Minimum internal exclusion	Depending on level, FTE or permanent exclusion. Police may be called.
Theft and handling stolen goods					Minimum internal exclusion	Depending on level, FTE or permanent exclusion. Police may be called.
Dealing taking or possessing illegal substances						Depending on level, FTE or permanent exclusion. Police may be called.

\*should a student refuse to hand over their phone, a parent will be called to collect the phone from the student. The student remains in RESET until the phone is handed in/collected.



## Serious Incidents/Serious Defiance

### Serious Incident

The following behaviours may lead to any number of the following consequences: parent meeting, SLT detention, RESET, internal Exclusion, fixed term exclusion, Governors Panel/Warning or Permanent Exclusion.

1	Verbal or physical abuse of staff
2	Making malicious unfounded allegations against a member of staff
3	Fighting
4	Swearing
5	Possession or use of alcohol or drugs
6	Bringing a dangerous item into the academy
7	Deliberate damage or theft to property
8	Smoking witnessed in or outside of the academy
9	Bullying or Racist behaviour
10	Truancy (will also include a 90 minute detention)

### Serious Defiance

The following behaviours may lead to any number of the following consequences: parent meeting, SLT detention, RESET, internal Exclusion.

1	Walking out of class without permission
2	Failed/walked out of 30-minute detention
3	Failed/walked out of 90-minute detention
4	Non-Attendance to 30-minute detention
5	Non-Attendance to 90-minute detention
6	Walking out of class without permission

### RESET

RESET is used when a student has failed to correct their behaviour after one warning in a lesson. The class teacher sends an ARBOR alert and the student goes to RESET.

Student is sent to RESET by class teacher (unless RED risk assessment)

Student is checked in by the administrator and placed in RESET.

RESET staff member shows student to their work space.

RESET staff member sets the student up with the work online/written work.

RESET is also used where a more serious behaviour incident has occurred.

Students spend break and lunchtime in the RESET room. Students are not permitted to have hot food in RESET. Students are expected to work in silence throughout the day. RESET runs from 9.05am – 3.15pm. If a student receives no warnings during the day, they can exit RESET at 3:15pm. If they have received no more than 2 warnings in the day, they can exit at 3:25pm. Students with 3+ warnings will exit at 3.30. Students with special educational needs may or may not be placed in the RESET room after consultation with the SLT Inclusion lead, SENCO or a member of the SEND team who may make reasonable adjustments.







## Internal Exclusion

Internal exclusion can be (this list is not exhaustive) used for behaviours such as:

- Continued poor behaviour – refusal to comply
- X6 RESET referrals in one half term
- SI X3
- Bullying repeatedly (3<sup>rd</sup> occurrence)
- Acting with aggression towards another student causing a disturbance to the good order of the academy including on social media
- Unprovoked assault on a student
- Swearing/aggression; insulting member of staff
- Wilfully undermining the security of the academy (letting strangers in)
- Sexual, homophobic, racist harassment
- Carrying dangerous items
- False allegations against staff (this could be FTS)
- Theft.

## Offsite Direction

In some cases, the academy may direct a student to attend an offsite provision for a period of time. This is likely to be due to noncompliance with academy expectations. Work will be set for the student to complete.

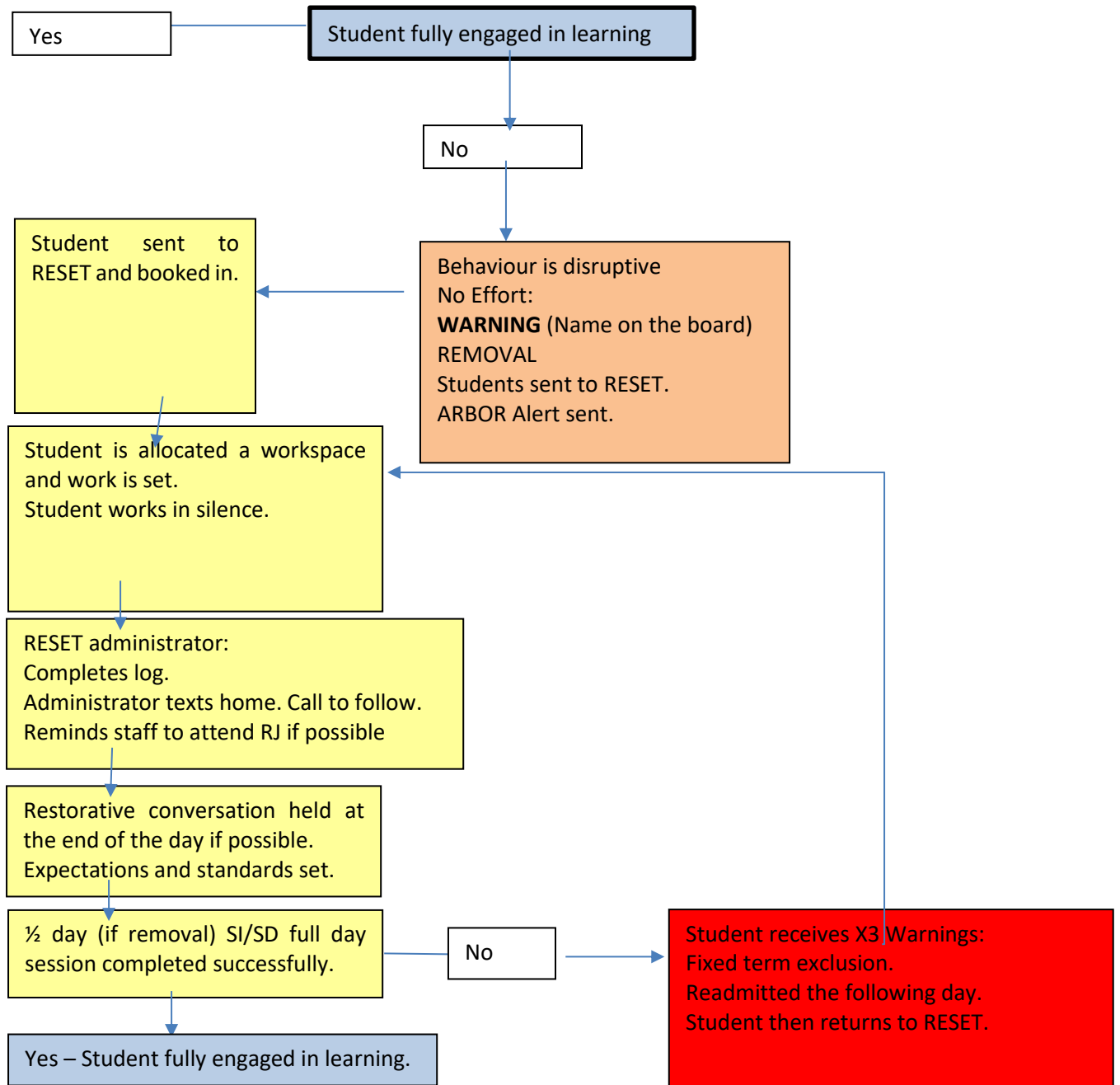
## Behaviour intervention process

6 RESETs	Who/When?
If a student has had six RESETs in one term, they will receive a one-day internal exclusion. Parents/carers will be notified by phone call. Students will then be placed on report if not already.	Assistant Principal/ Pastoral leader.
10 RESETs	
If a student has received 10 RESETs or 3 internal exclusions then they will receive a 1 day Fixed Term Exclusion. On return to NOA the student will receive a <b>VP/Principal warning</b> . Parents and students will sign an <b>engagement contract</b> on receiving the <b>VP/Principal</b> warning. Next steps are discussed. Report Plan set up (and reviewed every 2 weeks) for a maximum of 6 weeks. Aspects included in this could be mentoring, early help support/intervention, reduced timetable (some lessons spent in RESET).	Principal/Assistant Principal
If a student continues to not respond to the above actions:	
Options include: <ul style="list-style-type: none"> <li>▪ Educational Psychologist if appropriate</li> <li>▪ Governor meeting</li> <li>▪ Managed Move</li> </ul> The Advanced Intervention becomes a Pastoral Support Plan (PSP) = 16 weeks	Vice Principal /Assistant Principal. SENCO /Principal
If behaviour continues to disrupt:	
The student is offered the option of a school move under the Fair Access Protocol OR a Permanent Exclusion may be actioned, and a Governor Exclusions Committee is convened.	Governor Exclusions Committee. Principal/Assistant Principal





## Referral Flowchart 1





Referral Flowchart 2

6 RESETS in a half term.

1-day internal exclusion  
SEND Observation and testing.  
Mentoring.  
Action plan created.

10 RESETs in a small term.  
Or  
3 Internal exclusions.

1 FTE – Student and parents to meet Principal/AP/Vice Principal.  
Engagement contract signed.  
Report Programme (6 weeks – reviewed every 2 weeks).  
EHA if necessary.

12+ RESETS – If a student has received 12 RESETs/X2 FTEs or 6 internal exclusions in a small term then they will receive a governors meeting.

SLT/PL/RESET Manager:  
Completes online log.  
Administrator contacts home.  
Reminds staff to attend RJ.

Six-week report begins.  
Six-week report is successful.

Yes

Improvement

No

Positive meeting  
6-week report plan created

Governor’s warning.  
PSP.  
ED Psych (if appropriate).  
Permanent Exclusion.

No  
Principal Meeting.  
Managed move.  
PSP (16 Weeks).  
Further 6-week report programme.  
Further consequence – Permanent Exclusion.

Yes – Student successfully engaged in learning.





## Roles and Responsibilities

The LGB, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds; particularly ethnic, cultural, religious, gender, disability or sexuality. The academy will also ensure that the concerns of students are listened to and appropriately addressed.

The LGB will support the academy in maintaining high standards of behaviour and, in consultation with the Principal, staff and parents, will formulate and publish its own policy for behaviour and discipline and monitor its application. It will formally review the policy at least annually considering evidence from attitudinal surveys as well as data, for example, on the use of commendations and consequences including exclusions.

The Principal and LGB will ensure that appropriate training is provided for staff in order to support their work in implementing the policy.

All staff will be required to share the responsibility for establishing and sustaining good behaviour and for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside the academy. They should be encouraged to work in partnership with the academy to assist in the maintenance of high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of policy, procedures and expectations. Students will also understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the appropriate person in the academy.

## Recording and Record Keeping

All significant events will be recorded. Records will be brief, precise, accurate and relevant. Any contemporaneous witness evidence will be in writing, signed and dated. As records can be called as evidence in law, they should have the integrity to bear rigorous external scrutiny.

The Principal will not only ensure that efficient systems are in place for record keeping, but that effective actions are taken to support and encourage positive behaviour, for example, from analysis of logs of incidents.

There will be systematic tracking of students by, for example, gender and ethnic or natural origin; and of students with a special educational need or disability, and 'looked after children' and students 'at risk'.

Records will be archived normally for 5 years but for 10 years in exceptional circumstances.

## Involvement with outside agencies

North Oxfordshire Academy will work positively with external agencies. We will seek appropriate collaboration with them to ensure that the needs of all students are met by capitalising on the range of external support available. Staff will always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, that if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside





or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

## Behaviour 'out' of Academy

The academy's teachers have the right to discipline a student for misbehaviour when the child is:

- Travelling to and from the academy (including walking to and from the academy)
- On any academy visit
- Wearing academy uniform
- Or is identifiable as a student of the academy
- Posing a threat to any other student or member of the public
- Adversely affecting the reputation of the academy
- Using social media in a negative way.

Staff will report any incidents to the Pastoral Leader and the Senior Leadership Team. In all of these circumstances the Principal will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

In addition, Academy staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the Academy staff will follow its safeguarding policy.

Teachers have the legal power to set detentions out of academy hours and confiscate property from students away from the academy site.

The academy will use the same set of consequences in line with, 'In-Academy' behaviours for misbehaviours reported off site.

## Report Cards

Students failing to respond to staff requests or to follow Academy Policy may be issued with a report card.

If a student receives 2 RESET referrals in a half term the tutor will be notified to issue the student with a tutor report and to contact parents. The tutor will monitor this over two weeks.

If a student reaches 3 RESET referrals in a half term a decision will be made by the Pastoral Leader (PL) about whether to place the student on to a PL report will be made. The PL will contact parents and monitor the student for two weeks.

If the student reaches 5 RESET referrals in a half term the student will be placed on SLT report and parents will be contacted by a member of SLT. The report in most cases will be for two weeks.

**Stage 1:** - reporting daily to their Form tutor

**Stage 2:** - reporting daily to their Pastoral Leader

**Stage 3:** - reporting daily to a senior member of staff

## Additional reports

Inclusion report - Reporting to a member of the Inclusion team as part of a behaviour support plan

Positive report - Positive comments report reporting to Tutor/HOY or SLT member of staff





Report cards are completed by teachers at the end of each lesson and shared with the tutor at tutor time. The report can also be shared with the PL at the end of the day if needed. Students will be on report for two weeks. The PL will then make a decision about actions moving forward.

## Specific behaviour issues

In every aspect of the academy's culture sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

## Use of social media

The use of social media is prohibited if used to:

- Damage the academy or its reputation, even indirectly.
- Defame academy staff or any third party.
- Harass, bully or unlawfully discriminate against staff, other students or third parties.
- Share false or misleading statements.
- Impersonate staff, other students or third parties.
- Express opinions on the academy's behalf.
- Use academy logos or trademarks without consent.

Any misuse of social media will be sanctioned appropriately and in consultation with the Principal. All staff, parents and students should report any misuse of social media to the academy. Any breach of the policy on the use of social media will result in disciplinary consequences.

In line with Government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media must be reported to one of the pastoral team/tutor/welfare team.

North Oxfordshire Academy are committed to promoting responsible citizens and teaching students' appropriate uses of social media. A breach of the policy on the use of social media will result in disciplinary sanctions.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

## The power to use reasonable force

The academy will follow the Department of Education advice regarding the 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

['Use of Reasonable Force - advice for school leaders, staff and governing bodies'](#).

Teachers and members of staff authorised by the Principal/Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).





Where the use of force, (i.e. restrictive physical intervention), has been used more than once with a particular child, it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with parents.

The Academy can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- restrain a student at risk of harming themselves through physical outbursts.

### Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to the academy to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider:

- student's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the student or member of staff; and the child's age.

Restraint should only be used as a last resort and if there is an obvious threat to the safety of the member of staff, the student or other student.

Every member of staff will inform the Principal/Headteacher immediately after s/he has needed to restrain a pupil physically.

### Definitions

"Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a student under control" (Use of reasonable force advice or head teachers, staff and governing bodies, DFE July 2013).

### Use of physical contact

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 are:

- 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.







## Managed Moves (Offsite Direction placement – 6 weeks)

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention and to give students a fresh start.

## Governors Final Warning Panel

Students who are failing to improve their behaviour despite interventions are asked to attend a meeting with their parents and the Principal/SLT and the Chair of Governors for a final governor warning. The warning is a final warning before a permanent exclusion is sought if there are no improvements.

## School Police Liaison

The Academy works closely with the Thames Valley Police (TVP) to assist in ensuring our students are safe both in the Academy and in the local community. They will give advice, information and support to students and their families. The academy and TVP share information to this end. Where a criminal offence is known by the school to have taken place either in or outside school, this information will be passed to TVP.

## Searching

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object (e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others). The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

As part of North Oxfordshire Academy's commitment to ensuring the safety of all members of the school community, and of visitors, it may on rare occasions be necessary to undertake a search of a student's possessions to check for stolen property, banned substances or dangerous objects.

## Establishing grounds for a search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

Teachers must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. Teachers can carry out a search of a student of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.





The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item. The use of force to conduct a search works alongside and cross refers to the use of force during searches described in the separate section on reasonable force.

## Searches without consent

North Oxfordshire Academy has the statutory power to undertake a search of a student or their possessions if there is reasonable ground to believe that the student may be carrying a dangerous or banned substance or object (e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others).

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/vapes/lighters and cigarette papers
- Fireworks
- Pornographic images
- Mobile Phone (If required to hand in)
- 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 the property of, any person (including the student).
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data<sup>1</sup> on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

---

<sup>1</sup> All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>





If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then punish the pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Only the Principal, or members of the school's senior leadership team and/or the welfare team, should undertake the search of a student. The parent's prior consent to undertake a search **is not required**.

Any searches of a student's own person or of their possessions will be carried out with due consideration for the student's personal dignity, health and safety, the school's Child Protection policy and the school's own Equal Opportunities policy.

### Searches with consent

The school may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practical** to summon another member of staff.

### Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### Confiscation

School staff have the power to confiscate property from students under their general right to discipline contained in Section 91 of the Education and Inspections Act 2006.

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.

The Academy is not required to have formal written consent from the student for this sort of search. It is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

### Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.





## Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment policy.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the policy. The consequence is likely to include fixed term or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

## Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

## Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the student.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of SLT staff can screen students.

Also note:

- If a student refuses to be screened, the Academy may refuse to have the student on the premises. Health and safety legislation requires an Academy to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the Academy does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.





Students who are found to have made malicious accusations against school staff

The fact that teachers are often the only adult in a classroom of young people means that they can be subject to false or even malicious allegations. As well as being a distressing experience, this can affect career progression and damage the perception of teachers.

It is of course absolutely essential that genuine cases of misconduct or abuse are dealt with fairly and effectively. And to do this, false allegations need to be identified and dismissed quickly.

Governors and head teachers will ensure that all allegations are investigated without delay. We will work with local authorities, the Home Office and the Association of Chief Police Officers (ACPO) to address this issue.

Many head teachers have felt that the only option while investigating an allegation is to suspend the teacher in question, regardless of the nature or seriousness of the allegation. Where there are no risks to children, alternatives must be explored so that teachers do not have to endure the stigma and speculation that accompanies suspension.

False allegations can damage teachers' career prospects even once disproved. Employers are asked to give references for teachers. They should never be required to report prior allegations which were found to be malicious or untrue. Students found to be making false allegations about staff will be excluded either internally or externally.

## Bullying

North Oxfordshire Academy takes every bullying incident very seriously. The academy deals with bullying issues promptly and aims to ensure that parents and students are aware of the procedures to follow if they believe their child is being bullied/they are being bullied and that the school community is clear on what disciplinary consequences may be imposed.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy at any time.

Please refer to the anti-bullying policy & safeguarding policy for more information on:

- Bullying outside of the school
- Cyber bullying
- Preventions
- Interventions
- Dealing with bullying.

## Exclusion

To ensure that good order and behaviour for learning it may be necessary to suspend students from the premises for a fixed term or permanently. Any form of Exclusion is a very serious consequence and the decision to exclude is not taken lightly.

The school adheres to current legislation, including the Equality Act 2010. North Oxfordshire Academy is obliged to have regard to the DfE Exclusions Guidance; Section 1 of this makes specific reference to the Equalities Act.





Sanctions will be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care will be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal/Headteacher and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Parents are legally responsible for their child for the first 5 days of any exclusion and they must **be at home** during this period. After 6 days, the academy will make arrangements with the parents in offering education.

Parents are expected to attend a reintegration meeting with a member of the senior leadership team on return from any exclusion. If needed and if appropriate students returning from exclusion will have a supported restorative meeting with the staff member. Students may also take part in a post suspension programme on their return.

Our exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) etc.

## Types of Exclusion

### Suspension

A suspension (a fixed period of exclusion) may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)), or where the school knows or could reasonably be expected to know, that the child has a disability, could be considered ineffective or failing to sufficiently meet a child's needs. There is an expectation that where this is occurring, schools should ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

### Permanent exclusion

Will normally be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in the academy would seriously harm the learning or welfare of the pupil or others in the school.







## The Investigation

Any investigation will be conducted in accordance with DfE guidance to be lawful<sup>2</sup>, reasonable, fair and proportionate.

During the investigation considerations will be made before a final decision is reached:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);
- Contributory factors (e.g. Recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school behaviour policy, special educational needs policy and equality law obligations.

Please note: an investigation template can be found in Appendix 4 of the Exclusions Guidance to support this process.

---

<sup>2</sup> with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties







## Principal/Headteacher's Decision

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

## Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal/Headteacher, or designated teacher in charge.

## Role of the Local Governing Body

Roles and responsibilities of the Governing Body in the exclusion process including:

- The duty to facilitate and consider the representations of the parents;
- That the governing body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- That the decision of the governing body will be given in writing and without delay and will give the reasons for the decision.

## Additional Requirements for Permanent Exclusion

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

- The statutory timeframe for applying to an independent review panel;
- To whom an application must be sent, together with the grounds and evidence;
- The right for parents to request a special educational needs expert;
- The right for parents to bring an equality act claim for discrimination to the first tier tribunal (for disability discrimination) or to the county court (for other forms of discrimination).

## Independent Review Panel Procedure

The set up and process of the IRP is set out in the DfE Exclusions Guidance. The LGB must take responsibility for ensuring any Independent Review Panel is appropriately set up and trained. It is strongly recommended that LGBs either commission an external provider who offers this service<sup>3</sup> or make arrangements to use the service provided by the Local Authority. This is because the requirements for panel membership are very specific and extensive, and must meet strict timelines. Support and advice can be provided by the Centre on IRPs and the use of external providers if required. The IRP cannot compel reinstatement.

## Monitoring and Review

Schools should include reference to monitoring behavioural issues and to evaluate the effectiveness of the behaviour policy. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school should decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

---

<sup>3</sup> A number of schools have used [Clerks Associates](#) for this and have found them very helpful.





## Rewards

Good order based upon respect for the individual, respect for others, respect for the environment, and an understanding that learning can only take place within a settled environment. It is the responsibility of all staff to generate a positive and purposeful ethos. High levels of corporate self-regulation and individual self-discipline will be expected of students. Opportunities will be taken readily to praise achievement, acknowledge considerate conduct, commend caring actions, and to celebrate successes.

North Oxfordshire Academy uses a rewards system to recognise positive behaviour. Students will be praised for positive behaviour as part of our daily practices.

## Purpose:

- To motivate and encourage students
- To recognise students' effort and achievement above and beyond
- To reinforce the values, aims and ethos of the Academy
- To recognise and reward student contribution and commitment to the Academy permeating through all aspects of school life.

## Principles:

North Oxfordshire Academy seeks to ensure that:

- A positive ethos prevails through a culture of praise to raise self esteem
- All students irrespective of ability or background have equal access to rewards
- The reward system is fair, meaningful and consistently applied across the Academy
- The NOA Reward system looks to develop students not only in terms of academia but also their personal development and wider self through focussing on Being Kind, Working Hard and Developing your Whole Self.

## Be Kind

You will be rewarded with Kindness Cards in lessons and around the Academy.



## Work Hard

You will be rewarded in your subjects for , exceeding expectations, resilience, leadership, high quality homework and going above and beyond.

## Develop your Whole Self

You will be rewarded with Merits when you attend clubs or enrichment activities.

- To encourage healthy competition and a sense of teamwork, the House structure offers charity and sporting competitions. The overall champion is the House with the most reward points over the year but the wider events that Houses are involved in are also recognised with trophies for Sports and Charity fundraising.
- Be Kind, Work Hard and Develop your whole self
- Be Kind Cards



- The aim of rewarding kindness and community spirit is to recognise and promote the attributes and behaviours of a good citizen and to encourage students to be supportive members of a community.
- Be Kind Cards can be given to students by any member of staff in school. They are for acts of kindness such as the actions listed below.
- There will be a prize draw each week in assembly by year group.
- Showing kindness to others
- Being honest
- Showing respect for others above and beyond
- Assisting new students
- Outstanding conduct in the community
- Reporting an incident for the benefit of others
- Exceptional politeness to staff
- Offering to help staff (unprompted)
- Supporting a charity.

### Work Hard Merits on Arbor

The aim of rewarding hard work is to recognise and promote the attributes and behaviours the students will need to be a model student that will help them to succeed academically. Verbal praise and positive language are part of our everyday routines and our warm but strict positive culture. Hard work is rewarded and split into the individual subjects to recognise achievement in all areas of the curriculum and allows each subject to celebrate success with the students.

Staff select from one of the options for the most appropriate match:

- Excellent contribution to class discussion
- Excellent engagement in class
- Going above and beyond
- Trying their best and challenging themselves
- Classroom leadership
- Resilience
- High quality homework
- Being proactive/well-organised.

Each merit is worth **one-point** students can earn up to 3 merits per lesson for outstanding work and effort.

Merits are logged on Arbor and when a student receives a certain number of merits students can then achieve Bronze, Silver, Gold, Platinum, Amethyst and Titanium badges. These will be awarded in assemblies.

### Develop Your Whole Self – Arbor Register merits for attendance

All extracurricular activities will be promoted, and students will be encouraged to sign up in September and attend their chosen clubs throughout the term and year. Through great attendance, students will gain the greatest opportunities to learn outside the classroom and develop wider skills and characteristics.

The NOA Enrichment offer ensures that students are encouraged to engage in a wide range of activities beyond their classroom curriculum. Students are therefore being actively prepared for all aspects of life, not just academic success, as well as the development of students' character and other non-cognitive aspects of personality that underpin learning. Parents/carers and tutors play a key role in encouraging students to partake in and sign up for activities. Through the daily tutor time





programme, tutors target all students, encouraging them to follow their interests or to try a new activity.

The Enrichment offer links to the school ethos that students should ‘Make a Positive Difference’: to themselves, to others and to the community /wider world.

Students accumulate merits through committing to clubs, activities and opportunities through great attendance and engaging in the enrichment opportunities.

The activities rewarded are wide ranging and vary from taking part in the Duke of Edinburgh scheme, to being a reading buddy to another student, being a student ambassador or taking part in a drama / musical performance or part of a sports team.

### Principal’s Award.

The Principal’s award is designed to recognise exceptional achievement in any aspect of the NOA Reward approach. Students can be nominated by a member of staff or even a member of the local community to receive a special Principal’s Award.

## My Merit Ladder

**Celebration Assemblies**

Students will be rewarded with Bronze, Silver, Gold or Platinum awards for 100% Attendance, Rank Order Success, Overall Merit Winners in each Subject area. Houses will celebrate Charity fundraising, House Events and Sporting Competitions.

**Senior Leadership Team**

Each half term, SLT will reward students for progress and improvement across the Academy.

**Pastoral Leader and Faculty Directors**

Each week your Pastoral Leader will reward students in their Year Group with a Praise card/call home and award a Merit point. Students will be added to the Hall of Fame each week. Twice a term Faculty Directors will reward students in their Subject area with a Praise card/call home and award a Merit point.

**Weekly Form Tutor**

Each week your Form Teacher will reward students in their Form Group with a Praise card/call home and award a Merit point.

**Daily Merits**

Students will be rewarded through Kindness cards which enter you into a weekly year group raffle. Students will be rewarded with Merits for Hard Work in their subjects and for engaging in Extra Curricular Activities after school

**Platinum**  
 KS3 Certificate/Badge  
 KS4 Certificate  
 Voucher and tea with Principal

**Gold**  
 KS3 Certificate/Badge  
 KS4 Certificate/Badge  
 Seasonal item plus raffle ticket

**Silver**  
 KS3 Certificate/Badge  
 KS4 Certificate

**Bronze**  
 KS3 Certificate/Badge  
 KS4 Certificate

United Learning  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

### Monitoring and reviewing of the Policy

The Behaviour policy will be monitored by the LGB annually. This is a working document and will next be reviewed in September 2024.

This document is available on the Academy website under the policies section.





## Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** North Oxfordshire Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the ‘Asses, Plan, Do, Review’ cycle.

### Example of the Graduated Approach to adjustments

**Wave 1/2** – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

**Wave 3** – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student’s electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

**Wave 4 & 5** – If deemed necessary, further external specialist advice may be sought to assess a student’s need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals. A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student’s Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card if on NDC CAMHS Pathway	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework’s to be set a detention (2x rather than 1x)







Private notification of warnings, including post it notes on desks	RESET room time does not roll over to the following day
	Access to a laptop in the RESET room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**

