

# BEHAVIOUR, SUSPENSIONS AND EXCLUSIONS POLICY (INCLUDING REWARDS)

**2026-27 Version 1**  
**NORTH OXFORDSHIRE ACADEMY BEHAVIOUR POLICY**

## Review Timetable

The Policy will be reviewed every year, as set out below	
LGB Date of Ratification	
Review Interval	Annually
Date of Last Review	1 September 2025
Date of Next review	1 September 2026
Owner & Attached Governor	

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 consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider 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\*\*In this policy the term Fixed term Exclusion has been superseded by the term suspension.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.

The DFE advice on the Equality Act 2010 (updated in 2014):  
[https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf)

Use of Reasonable Force – advice for head teachers, staff and governing bodies:  
[‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’.](#)

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.

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>  
<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, to equip our students with the skills 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 and inclusive ethos. Therefore, students are engaged, inspired and challenged through a positive culture and climate for learning 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. See appendix A.

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.

North Oxfordshire Academy places 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. NOA expects parents/carers 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** our students to follow. These are built on our character education **values** (themes) of **Respect, Ambition, Determination and Confidence**. There are nine non-negotiables that students need to adhere at North Oxfordshire Academy. Through a taught behaviour & character curriculum named 'Character Caught' every week students are taught and modelled expected behaviours.

### NOA 9

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.

## Moving safely around the school site

Students should:

- Walk quietly, with pace and purpose adhering to the one-way system 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.
- Be silent when lining up as a group and being addressed by members of staff.

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

For successful learning students should:

- Enter the classroom in a calm, orderly manner sitting in the seating plan devised by the teacher and immediately commence the review activity when instructed.
- Listen to a staff member.
- Sit up straight in their seat with their chair always tucked under the desk.
- Track the teacher.
- Not shout or call out.
- Be equipped with the full equipment list.
- Ensure that toilet visits are taken during break or lunch unless the student has a medical condition requiring regular toilet visits, in which case a medical pass will be issued by the appropriate Pastoral Leader/Welfare Manager.
- Ensure that no more than 3 students are in the toilet at the same time (or 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 present serious difficulty.

### Reminder System – In classrooms

If a student disrupts the learning of others or does not put in the required effort in lesson, the student will receive a reminder. Students who are on the SEND register receive an additional reminder in the classroom – this is known as a pre-reminder.

<b>First Reminder</b>	First Reminder – R written on the desk/student whiteboard – Reminder – Issued	Reminder
<b>Second Reminder</b>	Second Reminder – <b>Removal</b> to Removal Room for the rest of the lesson *	Removal

\*2 Removals (3 for SEND students) in a one week will typically result in the rest of the day in REFLECTION (3:15 finish) and the following full day of REFLECTION.

### Behaviour flow chart per term (Usually 6 weeks)

Number of Reflections	Typical action taken	Communication
1 reflection *2 removals in a week – 3 if SEND.	Parent call from tutor *Reflection full day	In App message home Tutor contact
2 reflections	Parent call from SED/PL/LC – Positive report issued SEN assessments if deemed necessary	Phone call to parent/carer
4 reflections	Behaviour meeting and monitoring report L1 issued	Face-to-face parent meeting with Pastoral team

Number of Reflections	Typical action taken	Communication
6 reflections	Level 2 Offsite direction (OSD) + In person parent meeting with parents/carers Full diagnostic SEND assessments including baseline testing sheet completed need to be careful that this happens	SED/PL/Inclusion team <i>(Report of action completed and shared)</i>
8 reflections	X1 FTS/x2 days OSD Meeting with SLT	Meeting with SLT

## Removal room

The removal room is used when a student has been removed from the lesson. They remain in the removal room for the rest of the lesson. Students will complete knowledge organiser work in silence. If students receive a removal from lesson they will get an on the day detention of 30 minutes also.

Incident	Action
1 <sup>ST</sup> Removal of the day	Remainder of the period in the removal room
2 <sup>nd</sup> removal of the day (3 <sup>rd</sup> if SEND)	Student moved to Reflection room for the rest of the day (unless 2 <sup>nd</sup> removal is P5) and an additional day.
Student receives 2 reminders in the removal room (3 in SEND)	Student moved to the reflection room for the rest of the day and an additional day.
Student receives two removals in a week (3 for SEND)	Rest of the day in Reflection and the following day.

## Behaviour Expectations

There are some more serious behaviour incidents which typically will be dealt with 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:

- A physical assault on another student or member of staff/students.
- Being verbally abusive to a member of staff/students.
- Making malicious unfounded allegations against a member of staff or students.
- Bringing illegal substances including drug paraphernalia into the academy. This includes alcohol.
- Smoking/vaping on NOA site.
- Bringing a weapon/tool or other dangerous item which could be used to injure another person in the academy. (including BB guns/replica weapons, etc.)
- The use of racist, sexist, homophobic or transphobic language.
- Persistent levels of defiance or aggressive behaviour.
- Bullying.
- Behaviour which may bring the reputation of the academy/ United Learning into disrepute.
- Sexualised behaviours.



- Possession of sexually inappropriate material.
- Distribution of sexually inappropriate material.
- Intentionally setting off the academy's fire alarm (the damage to the alarm as well as labour will be charged to parents – this will be a minimum of £150).
  
- 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.
- Truancy of lessons.
- Any behaviour which discriminates against the nine characteristics protected under the Equalities Act.
- Theft or damage of NOA property or student/staff property.

### Serious Defiance:

- Walking out of class without permission
- Refusal to attend a lesson.
- Failed/ walked out of detention
- Failure to attend a detention
- Refusal of Removal/Reflection room.
- Refusal to hand phone over
- Walking away from staff
- Refusing to follow instructions

If an investigation is deemed necessary and is completed, the member of staff investigating the incident will liaise with the senior team and decide on an appropriate and proportionate consequence/s which could include (there may be reasonable adjustments made depending on the needs of the student).

- Parent/Carer meeting
- Community service
- Reflection time
- Support Programme/session
- Offsite direction day (Completion of Reflection 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

### The Reflection Room

The Reflection room is used when a student has failed the Removal room or received two (three if SEND) lesson removals in a week. The Reflection room runs from 8:40am – 3.15pm. Students spend break and lunchtime in the Reflection Room. Students are able to get hot food for break and/or lunch when in the Reflection room – they will order this from a menu in the morning this will be delivered to them. Students are expected to work in silence throughout the day. Students are expected to hand in their mobile phone before entering Reflection. If a student receives no reminders during the day and has completed a substantial amount of work they can exit Reflection at 3:15pm. If they have received one reminder in the day, they can exit at 3:20pm, two reminders they can exit at 3:30pm. If a student receives 3 reminders in the Reflection room this is a fail. This will lead to suspension and/or offsite direction.



Incident	Action
No warnings all day and substantial amount of work	Student leaves at 3:15pm
One Reminder	Student leaves at 3.20pm
Two Reminders	Student leaves at 3.30pm
Three Reminders	Student fails Reflection and is sent home. Student is then booked in for an offsite direction day. Student must complete their Reflection on their return.

## Detentions

Detentions are set for several reasons which may include:

- Lateness to the academy (students arriving later than 8:45 am will be marked as late and three late marks in a week equates to an SLT detention lasting for 75 minutes).
- Lates to lesson - three late marks in a week equates to an SLT detention lasting for 75 minutes
- Continual eating around the academy in between lessons after first reminder.
- Incomplete equipment.
- Incomplete homework
- 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.
- Bullying
- Inappropriate language if heard on site.
- Defacing school uniform or exercise books.
- Damage to property – This can also result in REFLECTION or another sanction and will be decided by the Pastoral and/or Senior Leadership Team.
- Poor behaviour round the academy

Detentions are run centrally each day and are 30 minutes in length. Parents and carers will be informed of such detentions by an ARBOR in app message. If a student does not attend the 30-minute detention this will increase to 60 minutes. Failure to attend the 60-minute detention this will increase to 75 minutes. If the student does not attend the 75-minute detention a REFLECTION Day will be issued and the 75-minute detention rescheduled.

A Senior Leadership Team (SLT) detention lasting 75 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 or to lesson (x3 per week)
- Truancy is a 75-minute detention (to make up learning time lost) and is also a full day in REFLECTION.
- Any other incident agreed by a member of the Senior Leadership Team or the Pastoral Team.

In most cases students will be collected by a member of staff for this 75-minute detention. 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.

### Lates Escalation

Re: Students who are late to the academy or late to lessons during the school day

Number of Lates	Action Taken	Communication
1 late	30-minute detention	In app message home
3 lates in a week	75-minute detention	Phone call to parent/carer
10 lates in a term	Full day in REFLECTION	Phone call to parent/carer
15 lates in a term	Parent meeting and late contract established with PL	Face-to-face meeting
20 lates in a term	Offsite day and parent meeting with SLT	Face-to-face meeting

Students who are persistently late will be placed on Late report and monitored by their Pastoral Leader.

### Detention Flow chart – Per term

Number of Detentions	Action Taken	Communication/Responsibility
2 detentions	Phone call	Tutor
4 detentions	Phone call, Action Plan created	Pastoral Leader (PL)
6 detentions	Parent meeting	Pastoral Leader (PL)
7+ detentions	Phone call or parent meeting	SLT Link



## 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.

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. 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.

Students who are finding engagement difficult will be identified early by the pastoral team 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.

## 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. The work must be returned to the academy on the students return.

## 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 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, academy expected behaviours for misbehaviours reported off site.

## Report Cards

Students who have an increase in behaviour incidents may be issued with a report card.

Positive Report:	- reporting daily to their Form tutor/SED/Learning coach
Level 1:	- reporting daily to their Pastoral Leader
Level 2:	- reporting daily to their SLT link

Report cards are completed by teachers at the end of each lesson and shared with the tutor at tutor time. Reports should also be shared and signed by parents daily. In most cases students must remain on the report for 1 week and work their way down each report and off. The Pastoral Leader 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 the pupils whose behaviour falls below expectations will be sanctioned and supported to make a better choice. A full investigation into this will happen.

## Use of E Scooters/Bikes

E scooters and E bikes are banned from the academy at all times. The academy will also not store them at anytime.

## 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'](#).

All members of staff 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.

The use of reasonable force will:

- Always be a last resort after de-escalation strategies have been attempted.
- Be recorded in line with school procedures.
- Be communicated to parents when used in a significant incident.

We are committed to ensuring that staff are trained to use de-escalation and positive behaviour strategies, with physical intervention only used when absolutely necessary. Special consideration will always be given to the needs of pupils with SEND or medical conditions.

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).

### 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. Use of force on a student will be recorded by staff on CPOMs and shared with 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.

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

### 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

Managed moves maybe used for students as an alternative to Permanent Exclusion and/or to give the student a fresh start at another school. Managed moves have to be agreed by all parties involved.

### Offsite Direction – 6 week trial

(Offsite Direction placement – 6 weeks)

6 week trials 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.

Offsite direction 6 week trials 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 may be asked to attend a meeting with their parents alongside the Principal/SLT and the Chair of Governors for a governor warning.

## 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
- Sexually inappropriate 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 sexualised inappropriate 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>

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, 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.

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<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>

## 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.

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. Malicious complaints will be dealt with under the 'Serious Incident' category.

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 may 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.

## Suspension

It may be necessary to suspend students from NOA for a fixed term or permanently. Any form of suspension is a very serious consequence and the decision to suspend 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 suspend a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of suspension**. 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 and governing body must comply with their statutory duties in relation to SEND when administering the suspension and 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 suspension 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/pastoral team on return from any suspension. If needed and if appropriate students returning from suspension may have a supported restorative meeting with the staff member. Students may also take part in a post suspension programme on their return.

The NOA behaviour 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.

## 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.

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

## 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.

Should parents want to access support or guidance – some useful links can be found below:

- The Department’s Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>
- Oxfordshire SENDIAS service (<https://www.sendiass-oxfordshire.org.uk/>) who provide information, advice and support to children and young people with SEND, including on exclusions. <https://councilfordisabledchildren.org.uk/about-us-0/networks/informationadvice-and-support-services-network>
- Coram’s Child Law Advice service can be found through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 10am – 4pm.
  - Independent Provider of Special Education Advice (known as IPSEA – [www.ipsea.org.uk](http://www.ipsea.org.uk)) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

## 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

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

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.

## Rewards

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.

### House System

Students are in 4 Houses at NOA, Hawking, Churchill, Pankhurst, and Turing to encourage healthy competition and a sense of teamwork. The House structure offers a variety of opportunities for competitions, charity, art, photography, and sport throughout the academic year. 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.

### Respect/Ambition/Determination/Confidence Merits

The aim of rewarding respect 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. Verbal praise and positive language are part of our everyday routines and our warm but strict positive culture. Merits are rewarded and split into the individual subjects to recognise achievement in all areas of the curriculum. Confidence, Respect, Ambition and Determination is recognised by awarding **Merits** and can be given to students by any member of staff in school. Staff select from one of the options for the most appropriate match:

<b>Respect</b> - Showing consideration	<b>Determination</b> - Exceeding expectations for class work
<b>Respect</b> - Listening carefully & following instructions	<b>Determination</b> - Trying their best and challenging themselves
<b>Confidence</b> - fluent and expressive communication	<b>Determination</b> - School representation/ Leadership
<b>Ambition</b> - Excellent engagement in class	<b>RAD + Homework Completion</b>
<b>Ambition</b> - Going Above and Beyond	

Merits are logged on Arbor and when a student reaches each threshold of merits students will receive a badge and certificate in the Celebration Assemblies at the end of each Term.

#### Merit Thresholds:

250	Certificate
500	Bronze
750	Silver
1000	Gold
1250	Platinum
1500	Titanium
1750	Amethyst
2000	Ruby
2250	Sapphire
3000	Amber
3250	Emerald

Top 15 students in the Merit league/RAD Homework will be celebrated in Assembly and get a Pastoral Leader Postcard home. This will be worth **5 Merit point**.

Top 5 students in the Merit League in Year 7 and Year 8 to have wall of fame picture taken and shared in weekly celebration Assemblies.

#### Extra-Curricular Enrichment

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 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 engage 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.
- There will be a specific yearly charity event for each year group EG Y7 Operation Christmas Child with points awarded to tutor groups with the greatest amount raised.

## Celebration for each Year Group

Praise	Frequency	Points Given	How
Principals Award	Weekly	Nominated (3) Winner (5)	Teacher/support staff for being an outstanding student
Proud Table	Weekly	Completed card (3)	Bringing your book and showing outstanding work and getting 6 Stamps
Tutor Postcard	Weekly	2	Teacher/support staff for being an outstanding student
Faculty Students of the Month	Monthly	Nominated (7) Winner (5)	By staff for being an outstanding student in subject areas nominated by departments/support staff
Learner of the Week	Weekly	Top 15 of the year (5)	Teacher/support staff for being an outstanding student
CARD – Homework winner of the week.	Weekly	Top 15 of the year (5)	Teacher/support staff for completion of the most amount of homework.
Outstanding lesson	Daily	1	Producing outstanding work and making outstanding contributions in class from the start of the lesson to the end
RAD+ Values	Daily	1	Showing our core values around school, the community and in lessons
100% Attendance	Weekly	1	Getting 100% attendance in a week
Enrichment/Leadership Attendance	Weekly	1	Attending and participating in enrichment and leadership activities

Award	Description
Principals Award	Prize draw £10 Voucher for years 7-13 + one golden ticket
100% Attendance	Termly prize draw/attendance at termly celebration event.
Proud Table	Termly prize draw
Learner of the Term	Top 15 students with merit points for each year group will attend a celebration event at the end of each term.
End of Year Trip	KS3/KS4 winning house from the year will have the opportunity to go on a reward trip students September/October.
Character – CARD	Termly prize draw in assembly



**Merits Ladder**

Running tally of each students accumulated points ran over the year and when milestones are reached students will receive certificates and badges in Celebration assemblies at the end of each term

**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 2026

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 agreed action plan/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.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-reminder given
Time out card if on NDC CAMHS Pathway	Additional removal before a day in reflection
Attendance to homework club Breakfast Club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Reflection session when in Reflection
Short and repeated instructions	
Use of a visual checklist on student expectations	
Private notification of reminders, including post it notes on desks/task management sheer	
Chunked tasks	
Drop in	



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**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.**



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