

Behaviour Policy 2023-24

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1. Statement of intent

To provide guidance to staff, parents and carers, Ambitions Advisory Committee (AAC) and other stakeholders in relation to the promotion of positive behaviour, in accordance with Oak Academy's general policy on behaviour.

The DfE has issued advice to schools entitled 'Behaviour and Discipline in Schools'. This has been adopted and incorporated into the Academy Behaviour Policy.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Our students are at the heart of the day to day running at Oak Academy.

We strongly believe that our students have:

- The right to learn
- The right to feel safe
- The right to be respected

Students are nurtured to have high expectations for themselves. Through hard work and effort, they can become high achievers. Staff have a responsibility to support and guide students to make the correct choices. The Principal and senior leadership team will support all staff in routinely applying behavioural expectations across the Academy. ("Ensuring good behaviour in schools" DfE 2012)

All parents/carers need to encourage their children to show respect and support the Academy's jurisdiction to discipline.

The culture and ethos of the academy is based around respect. Our Code of Conduct of:

- Courage
- Kindness
- Community
- Excellence
- Respect

Allows for an orderly and calm environment, where learning is key. We encourage the students to embrace these values. Our advocacy of #KindnessStartsWithUs is championed throughout the Academy, to inspire our students to be friendly, generous and considerate.

These are crucial in developing behaviours and qualities to maintain motivation and achieve excellence for both staff and students. It is a priority to develop the beliefs needed to achieve excellence.

Fundamentally, this will be driven through the Academy's vision and values which will be embedded within all our inclusion systems.

Positive relationships at Oak are central to the well-being of both our students and teachers, contributing to an effective learning environment.

Respecting one another allows Oak Academy staff to understand the part they play is significant in the formal and informal education of our students and their personal well-being. We believe this will lead to more individual success as students feel safe and protected within our environment.

Encouraging and supporting our students to be **Resilient** allows them to achieve better

outcomes; educationally, socially and emotionally.

Rewarding and praise encourages positive behaviour and recognizes, our students' successes.

Valuing our strong **Partnership** with our parent/carers and the wider community is paramount. We believe that a strong ethos of achievement and good behaviour comes from all parties working together within a clear framework.

Our key aim is to empower our students to take ownership of their behaviour. We ensure that any interventions are personalised and we use reflection and restorative approaches to achieve this.

Rewards are utilised as a clear incentive to encourage our students to behave. They reinforce desired behaviours to ensure that they are developed and embedded.

We strongly believe that:

- Students want to behave well
- Behaviour is a means of communication
- Our students can improve their behaviour
- Mistakes are part of the learning process
- All staff can learn strategies to support our students to improve their behaviour.

Our behaviour policy is underpinned by our Oak Academy values which we vigorously embody in all that we do. We want our students to take on challenges and make mistakes, as this is part of their learning journey. We place emphasis on how our students speak and act towards one another and the impact that this has on themselves and others.

As a community we encourage social responsibility, both at the academy and around our local community. Our aim is that we want all our students to be empowered to be excellent in everything they do. Leadership opportunities exist through our 'student leaders' and 'student voice' pathways.

2. Promoting positive behaviours at Oak Academy

Oak Academy has an inclusive approach towards all students. Our clear and transparent rules offer boundaries for appropriate behaviour for all members of the Academy community. Staff have a clear understanding that some behaviours presented by students are associated with types of SEND. Our core focus is education – we work hard to ensure that students are supported with their learning. The academy promotes itself as a workplace.

To create an ethos of excellence, it is vital that all parties understand what will and will not be accepted.

To support our motto of **High Expectations lead to High Achievers**, any student who does not meet our behavioural expectations is dealt with consistently, fairly and quickly.

Positive behaviour is strengthened through our Rewards system, which is reinforced through a set of clear expectations to encourage our students to demonstrate self-discipline throughout the school day. The underlying message within this baseline expectation is that all students are 'prepared to learn'. Students who persistently fail to adhere to the baseline expectations that Oak Academy sets out may place themselves at risk of receiving a

sanction. A graduated response of interventions is followed to support students if necessary.

2.1 Oak Points

The Oak Points strategy is critical to school improvement and consistently teaching the learning behaviours we seek. Every lesson is scored by the teacher. Oak points indicate if our students are 'Learning Ready'. See guidance sheet on the following page:

- Points are averaged to place students into the Oak Points diamond.
- Average Oak Points will be communicated to students weekly.
- Termly Year Leaders will intervene with the Red, 'Not Learning Ready Group.'
- The Top 10 average for each year group will be displayed.
- The Top 10 most improved for each year group will be displayed.
- Principals reward will be deployed considering top 10 or most improved per year.

The Oak Points will be entered into the SIMS class register. It is expected that the Oak points are adjusted each lesson to report student performance.

Code entered	Descriptor
5	Exceptional performance
4	'Learning Ready' The default entry unless late.
3L	Late – Minutes input
3	Inadequate behaviour / support followed by behaviour point
1	Removal followed by behaviour point
0	Truancy
N	Not present

Oak points will be averaged out to create an Average Oak Point score and communicated to the students weekly by tutors. Students will be rewarded each week and term systematically.

See the list of rewards that will follow the ranking exercises.

- Top – Instant reward (Silver)
- Top 10 – Top ten postcard (Entered into termly draw for Gold Prize)
- Termly the Gold group will be rewarded. Oak Point Gold Group Certificate

3. Inclusion system

We want all students at Oak Academy to have high expectations of themselves when they leave the Academy, to be motivated, resilient, and successful individuals. The Inclusion team at Oak are passionate about achieving these goals through the systems put in place:

- Rewarding our students
- Action appropriate sanctions when our expectations are not met
- Offer opportunities of reflection with support from staff
- Enable students to learn social, moral, spiritual, and cultural perspectives through their Learning for Life lessons
- Establish a sense of responsibility and capability

- Ensure students recognise the importance of well-being and keeping safe through their tutor times, assemblies, and lessons

4. Rewards and recognising students

Behaviours that will be rewarded are linked to our Student Code of Conduct which underlies Oak Academy's culture and ethos.

All staff acknowledge and reward good behaviour. Students are guided to understand that when they make good choices they are rewarded.

Positive behaviour is consistently promoted through assemblies, tutor time and within the classroom. The rewarding of student achievement lies at the heart of Oak Academy's behaviour policy. Staff are proactive in praising and rewarding students at every opportunity when students go above and beyond what is expected of them.

- Achievement points are recorded by staff, and these are accumulated. Students are praised at school for their positive effort and enthusiasm during tutor time and through weekly and end of term assemblies. Texts, postcards home and social media are also used regularly to communicate our student successes with our parent/carers.
- Staff award achievement points for meeting our core values to the highest of degrees. For 10 core value achievement points in SIMS, students will be awarded the relevant postcard. Each postcard will have a tear off slip. These slips will be placed into the core value "Slip Box" in reception. Weekly a name will be pulled out of the collection and have a randomised Gold, Silver, Bronze award allocated to the name selected.
- Rewards events take place termly and canteen vouchers are frequently given for either positive attendance, effort, or progress.

Achievement points are given when students exceed our expectations

Courage	Kindness	Community	Excellence	Respect
Courage to stretch and challenge	Kindness to staff	Active participation in the lesson	Excellent Achievement with Home-learning	Respect for other the learning environment
Courage to read aloud	Kindness to students	Creating a positive learning environment	Excellent use of presentation	Respect for students and adults in the community
Courage to try something new	Kindness to myself	Creating a positive school environment	Excellent completion of work	
			Excellent quality of written work	

Demonstrating resilience to overcome adversity	Going above and beyond to support others	Representing Oak community within the school	Excellent Attendance in a term >98%	
		Representing Oak in the wider community	Excellent Attitude to Learning in a term	
			Excellent Progress	
			Excellence around the Community – Standard cards	

All staff can issue achievement points. Achievement points add up to a core value post card being awarded through the tutor programme.

In addition, at the end of each term tutors and teachers nominate students for certificates for exceptional demonstration of the core values in their subject area.

Termly celebration assemblies are significant dates on Oak Academy's calendar. All members of the school community are encouraged to celebrate success and achievements made and these assemblies play an important part of Oak's culture.

Annual award trophies linked to the strands of the student code of conduct are a particular highlight, and these are awarded at the end of each academic year.

5. Interventions

We pride ourselves on the quality of our relationships with each other and the provision we have in place to support our students. We have a comprehensive knowledge of our students and their needs. Any student intervention is planned and appropriate. (Annex 2 – Graduated Responses). This is complemented with our Alternative Curriculum Provision which enables us to offer a further range of supportive measures. This could include blended learning where appropriate.

The scale of any intervention(s) is wholly dependent on each child. This can include group work and 1:1 support in a specialised area such as Self-Esteem, Anger Management and Mental health. A range of clubs are also available as part of our extra-curricular offer to instill confidence.

Sanctions

Students are made aware that when they make poor choices there will be a consequence. Certain behaviours will not be tolerated, such as:

- Defiance
- Abusive and/or offensive language
- Violence
- Child-on-Child Abuse
- Bullying

- Threatening behaviour
- Bringing an illegal, banned or dangerous item on site
- Damaging Academy or others property
- Theft
- Bringing the Academy into disrepute, where behaviour could have repercussions for the orderly running of the Academy

All staff address poor behaviour rigidly and consistently following the Behaviour policy

Our ethos is one of rewarding and praise to improve motivation and restore self-esteem. The purpose of sanctions is to demonstrate that students are sorry for what has happened, to act as a deterrent for poor behaviour and to show that we value the expectation which has been broken. Oak Academy follows a behavioural graduated response system to support students with personalised interventions.

6. General behaviour routines

Our students represent Oak Academy when in school uniform or when they can be recognised as a student at the academy. This includes taking part in any academy-organised activities. Students are expected to conduct themselves appropriately when coming to and from the site, as they are our ambassadors in the community at these times.

Routines:

Travelling to and from the Academy

- Wear uniform correctly
- Be polite and respectful whilst in the wider community and if visiting any local shops
- Speak in a calm manner
- Do not throw litter, place it into a bin
- Respect the local environment
- Meet friends away from the Academy entrance

Our students are expected to be polite and courteous to all members of the Academy community and members of the public. We expect an orderly and calm environment.

Students are subject to the school behaviour policy while in uniform or when identifiable as an Oak Academy student

Routines: Around the Academy site

- Wear uniform correctly and smartly, including PE kit. To be in the right mind set to learn, we believe you need to be in the correct uniform. If the incorrect uniform is that trainers are being worn, they the student will be requested to wear plimsolls provided by the Academy. On the same day a text message will be sent home to share the uniform issue and deadline date with parents/carers. In exceptional circumstances a uniform pass may be issued
- Overcoats and hoodies must be removed when students enter the building
- It is imperative that all students are focused and engaged within their lessons and not distracted by their mobile phones or electronic devices
- Students are not allowed to wear headphones at any time and the use of their mobilephone/electronic device is banned

- Students using their mobile phones in any part of the academy will have it confiscated until the end of the school day
- Items can be confiscated by any member of staff and handed to the appropriate Inclusion Support office for the rest of that day. Teachers will record this on SIMS
- Always walk on the left side of a corridor
- Never run in the corridor or inside of the building
- Demonstrate respect, and courtesy always

All our students should be organised. We expect that they are prepared to start each day ready to learn.

Routines: Daily

As a minimum requirement students will need:

- 2 black pens
- Green pen
- Pencil
- Ruler
- Rubber
- Pencil sharpener
- Reading book
- Reading rule/bookmark (provided by Oak)

In addition, it would be extremely useful for them to have:-

- Coloured crayons/felt tips
- Glue stick
- Pocket dictionary
- Protractor
- Set square
- Scientific calculator (compulsory at KS4)
- A compass

It is advisable that ALL equipment, including items of uniform and PE Kit, are clearly marked with student name.

A pencil case with the necessary stationary is available for £1 from the ISC. Tutors will complete a basic equipment check daily. Contact will be made with home by the Inclusion administrator where there is a persistent issue. If there is a financial reason for lack of equipment, then please contact the student's Head of Year (HOY).

Standards

Outside of lessons students will be challenged for not meeting standards by standards. The follow-up will be in line with our graduated responses. Staff will record any misconduct on SIMS. Students are also praised with postcards for meeting standards.

Routines: The classroom

We understand that if our students are to become excellent learners and allow Quality First Teaching, we must have consistent expectations of all students in every lesson. Excellent attendance, 100% is the expectation. Our students must abide by the following rules and be learning ready:

- Arrive punctually

- Enter in an orderly manner
- Have a pen, pencil, planner, ruler and standards card on their desk every lesson
- Complete the 'Do It Now' activity immediately
- Listen carefully to all instructions
- Engage in all classroom activities
- Be polite and respectful at all times
- Pack up quietly and stand behind the desk in silence before being dismissed
- Leave in an orderly manner, remembering to walk on the left of the corridor
- Consistently demonstrate our Core Values

Learning Ready:

Students and staff are part of a rapidly improving establishment. Our expectation is that all students, staff, and visitors behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest of standards. We always aim to manage behaviour positively, celebrating success and encouraging our students to strive to be the best they can be. We accept that young people make mistakes with their behaviour, however, fair and appropriate sanctions will be applied consistently to all students at Oak Academy.

Students will be 'Learning Ready' by:

- Attending the Academy in correct uniform, on time and being 'Learning Ready' which includes being prepared with all equipment and resources such as planners and reading log.
- Listening to and following instructions promptly.
- Working to the best of one's ability.
- Completing and presenting work to a high standard.
- Being polite and respecting everyone's right to learn in a safe environment.
- Embedding core values into their daily routines and actions.

Staff will ensure students can learn by:

- Planning and delivering high quality and engaging lessons.
- Meeting the needs of the learners in their care through establishing challenging and meaningful material.
- Building positive relations based around growth mind set principles.
- Dealing with behaviours in an emotionally literate way.

Parents and carers will ensure students will learn by:

- Supporting the students with having the correct equipment and uniform.
- Supporting the students in being at Oak Academy punctually, every day except when seriously ill.
- Communicating concerns to staff.
- Supporting sanctions.
- Celebrating success.

Clear Expectations

At the start of lessons, it is normal that students may walk into a lesson and still be finishing a conversation that they started on their way. It is essential, therefore, that all students know

that the adult taking the lesson is ready to start and that the students must therefore be Learning Ready.

1. Make it crystal clear for students, staff should indicate this starting point by saying: "I'm expecting you now to be 'Learning Ready' in 3..., 2..., and 1 Thank you".
2. Staff can use a longer version to embed routine if they wish e.g.
 - 3: finishing your conversations
 - 2: putting all equipment down,
 - 1: eyes on the board/me/name of pupil/your books and... thank you.
3. Make clear expectations with regards the way the task or activity is to be done. Reference the Learning Read Poster.
4. Typically, this would involve 'learning ready,3,2,1' countdown to ensure the attention of the class.
5. Telling the class, the required expectations for example of "Paired Learning".
Reference to the learning mode.

There are five learning modes:

1. Learning Ready
2. Paired Learning
3. Group Learning
4. Individual Learning
5. Exam Conditions

7. Behaviour for learning

High Expectations for learning in the classroom lead to High Achievement. Students must follow our expectations across the Academy consistently.

Our students need to understand that if their behaviour does not meet expectation, then it must improve, otherwise, more serious sanctions will be put in place. Within the classroom students given one opportunity to correct poor behaviour using a support system outside of the classroom. If a student has failed to improve their behaviour within the class, they will then be removed.

	Intention	Detention type
On Call - Support. Teacher request for support to come to the classroom; the student will have an opportunity to de-escalate outside of the classroom. Right mouse click the student name and select support. SIMS Register updated with a 3 Behaviour point on SIMS.	To allow the student to have reflection time before returning to learning in lessons.	
On Call – Removal Teacher request for support to come to the classroom and remove the student. Right mouse click the student name and select removal. SIMS Register updated with a 1 Behaviour point on SIMS.	To allow the student to have reflection time before returning to learning in their next lesson.	Restorative conversation leading to following day 30 minute if students does not show or fail to have a meaningful conversation.

The academy will ensure and maintain the safety of all students; to restore stability following an unreasonably high level of disruption. A student will be placed in the Ready to Learn' room, where their education can be managed in an orderly environment. Time here will be spent completing relevant work in an exercise book or on a laptop. The length of time spent in 'Ready to learn' depends on the level of disruption displayed across subjects in a day and the student's attitude to settle and engage with tasks once placed in the room.

This time allows a student to regain calm in a safe space.

The power to sanction lies with all members of the staff community and there is no distinction between teaching and non-teaching staff.

If a student is removed by On Call on 3 occasions in 1 week, the student will have a supportive intervention from the appropriate FLO/Head of Year.

There are a variety of sanctions that the Academy can use, these are outlined below:

- **Lunch detentions.** This detention is for students who are unable to follow expectations during lunchtime.

- **After school detention.** This detention is either 30 minutes, 1 hour or 2 hours and takes place after each Academy Day.
- Academy based **community service** – litter picking, tidying a classroom. This sanction is given if a student has failed to respect the school environment and has damaged or graffitied school property. It is an alternative to a detention or isolation.
- **Internal exclusion.** Ready to Learn room/SSC.
- **Family Liaison interventions**
 - Settling period at the start of the academic day
 - Personalised mentoring
 - Support for families to ensure positive attendance and student well-being school.
- A period of **Alternative Curriculum.** Personalised/blended timetable between mainstream and the SSC.
- **Internal isolation** in another trust school (Host Academy)

Host Academies

In certain incidents of very poor behaviour where the academy wishes to avoid suspension, or this sanction is deemed inappropriate, the academy may place the student in internal exclusion at another academy within the Trust (with parental consent). This allows the student to learn and reflect. If a student refuses to attend internal exclusion at another academy within the Trust, then a suspension could be issued.

Circumstances that could result in a student spending time at a host academy include, but are not limited to, the following breaches of the behaviour policy:

- Failure to successfully complete a day in their own academy's internal exclusion room
- Refusal to follow instructions
- Bullying
- Swearing
- Aggression
- Rudeness
- Dangerous behaviour
- Inappropriate use of computers, the internet, images or social media
- Fighting

The length of time a student is required to attend the host academy is two days and can only be agreed following an agreement between a member of the senior leadership team of the two academies involved

- **Suspension:** Suspension from the academy is usually reserved for serious offences or persistent misbehaviour. Suspensions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate
- Working with stakeholders and other providers to secure **external provision**
- Consideration of an **internal 'Managed Move'** within another Ambitions Academy Trust school

When a student has reached the point of being at high risk of permanent exclusion, is posing a risk to the welfare of others at their current academy or is simply refusing to attend their current academy, separate from any local authority 'managed move' scheme,

an option for a student to transfer to a host academy within Ambitions Academies Trust for a longer period with the aim of returning to their home academy will be considered by the principal or the vice principal.

Subject to the consent of parent/carers and an assessment of the student's suitability, the managed move can last for 3, 6, 9 or 12 weeks in total. At the end of the agreed period, the student undertaking the managed move to the host academy will return to their home academy.

- **Consideration of a 'Managed Move' to another school/academy.**

As above, this strategy is used as part of a measured response to support a student's emotional, social and behavioural needs. This is considered in later stages of a pastoral support plan where there has been little or no evidence of success at the academy.

- **Permanent exclusion.**

Where appropriate the academy will make reasonable adjustments for students with additional needs. Examples include short planned, movement breaks or adjusting uniform requirements for a student with a sensory issue. Where appropriate, the academy will make reasonable adjustments to sanctions in response to any Special Educational Need or Disability a student may have. However, the academy will not assume that because a student is SEND, it must have affected their behaviour on a particular occasion. A decision about the behaviour and SEND will be a question of judgement for the academy on the facts of the situation.

Where appropriate, the academy will consult external agencies and follow local safeguarding policy to request further interventions and assessments. Local policy will be considered and consulted for incidents that take place inside and outside of school.

Typical behaviours leading to consequences being issued:

- Disruptive behaviour in class
- Defiant behaviour towards staff
- Verbal abuse of students or staff
- Truancy of lessons or tutor time
- Damage to Academy property
- Lateness
- Breaches of the Academy dress code

Specific consequences that may be put in place are:

- Lateness – 3 lates in a week, (to school or a lesson) and a 2-hour Friday detention is set.
- Being removed from class by an 'On Call' staff member will lead to a student being placed in the Ready to Learn room and a 30 min after-school detention being set.
Note: This will be extended in the 'Ready to Learn' room if a student has received 2 On Calls in the same day or they fail the initial session
- Refusal to be removed by a member of 'On Call' staff could lead to a possible suspension.
- Truancy: This will result in a 1-hour detention

Behaviour **are logged on SIMS** when students do not follow expectations

Kindness	
Child on Child Abuse For example: Sexualharassment and violence Emotional harm	3-5pm (1-3 days.) Possible suspension. Apology/Restorative
Bullying	3-5pm (1-3 days.)/Host Academy/Possible Suspension. Apology/Restorative.
Threatening Behaviour	All day R2L/Possible Suspension
Anti-Social Behaviour For example: Harassment	All day R2L & DT – 60 minutes
Consent Taking images of students/staff without consent	All day R2L

Excellence	
Out of bounds	Detention: 60 minutes
Truancy 1 Lesson 2 Lessons Ongoing	Detention: 60 minute detention Attendance report Referral to Navigator
Damage/Destruction to School Property	Community Service 1 hour (1-5 days)
Use of Mobile Phone	Removed to end of day (ISC)
Disruption in Lesson	Log on SIMS. Follow behaviour policy
Quality of classwork	Sanction within Curriculum area
Lesson Support	On Call staff to support teacher and student at classroom
Lesson Removal	Ready to Learn Remains in R2L for next session if fails
Failed R2L 2nd session	Remains in R2L for the rest of the day
Report card failure 1st week	Phone call home
Report card failure	Goes onto next report. Parental meeting.

2nd week	
Disruptive behaviour in R2L	Student sent home to return 3-5pm

Community	
Graffiti	Community Service 1 hour (1-5 days)
Littering	Community Service 1 hour
Smoking	Detention:60 minutes
Banned Items Tobacco/Vapes	Confiscated and disposed of. Detention:60 minutes
Banned Items Knives/Alcohol	Discretion of Principal
Theft	Community Service 1 hour (1-5 days) Possible Suspension
Chewing gum, after being requested not to.	Community Service 30 minutes
Issues in the Community For example: Bringing the school into disrepute whilst wearing the uniform after Academy hours	3-5pm (1-5days) Host Academy Possible Suspension

Respect	
Derogatory language	Use of derogatory language in lessons logged on SIMS. Detention/Internal isolation – R2L session
Extreme derogatory language	Use of extreme derogatory language in lesson or around the academy. Internal isolation/Host academy
Verbal abuse to student	3-5pm (1 day) Apology/Restorative
Verbal abuse to staff	Student sent home 3-5pm/Possible Suspension. Apology/Restorative
Physical Assault	3-5pm (1-5days)/Host Academy/Possible suspension
Defiance For example: Refusing to hand mobile phone over	Ready to Learn until compliant. Detention:1 hour
Extreme Defiance	Student sent home 3-5pm/Possible Suspension

8. Reports

Behaviour data is accumulated weekly using Oak points. Informed decisions are made to ensure that students are supported in realigning their behaviour. The report card system allows a specific member of staff to monitor and support a student in improving this behaviour.

- **Tutor report:** Students should be on a tutor report for disruptive behaviour in lessons
- **HOY report:** Students should be on a HOY report for failing tutor report/persistent disruptive behaviour
- **AVP report:** Students are on AVP report for daily monitoring and support to correct poor behaviour
- **VP report:** Students are placed on VP report if a student fails any of the above
- **Principal reports:** Students are placed on the Principal report if a student fails the VP report or for an extreme individual case

9. Roles and responsibilities

Students

Students must abide by the simple boundaries that have been put in place to create a positive learning environment.

- Demonstrate respect and courtesy to those around them
- Show compassion and be kind
- Be resilient in all situations; make the correct choices - even when this is difficult
- Create a calm and orderly environment
- Take responsibility for your actions
- Always follow the Academy rules and routines
- Always wear the correct uniform. (See Appendix 1)

Oak Academy Staff

- Meet and greet students on entry to the classroom
- Provide Quality First teaching. Plan lessons that engage, challenge, and meet the needs of all learners
- Ensure seating plans are in place for every class, taking into accounts students' prior attainment and individual needs to ensure the room is arranged to optimise learning
- Retain ownership of their classroom and use sanctions in line with this policy, following up on any incidents
- Engage in restorative meetings with students, with the belief that the next lesson is a fresh start
- Complete student referrals to SEND or Safeguarding where necessary
- Log all information onto SIMS and communicate with parent/carers where necessary.

Tutors

- Build positive relationships – be a role model to the students
- Recognise, and reward positive achievements and celebrate good attendance
- Encourage positive behaviour in daily tutor times
- Support the tutor time reading programme

- Encourage students to be resilient whilst promoting the importance of respect and consideration for others
- Read and communicate notices to students
- Ensure students are fully equipped for learning, and in academy uniform at all times
- Monitor the personal well-being of the student and the academic progress
- Distribute progress reports and ensure students understand the importance of the data included
- Hold tutees to account for their behaviour through one-to-one conversations, contact home and tutor reports
- Support the Attendance policy and hold tutees to account for their attendance through one-to-one conversations and contact home
- Mentor students accordingly
- Set deadlines/make contact (text/phone/letter/email/meetings) with parent/carers for both positive reinforcements and for concerns
- Support teaching staff with behaviour issues within the tutor group

Heads of year

- Build positive relationships
- Regularly celebrate student success
- Update My Concern accordingly to support Safeguarding
- Liaise with the Safeguarding Team as appropriate
- Use SIMS reports to monitor student progress, taking action to reward and sanction as appropriate
- Send a weekly update email to tutors with any additional notices, aside from the daily briefing, alongside the tutor activities for the week. Direct tutors in terms of students that need to be on report
- Complete referrals to SEND using the appropriate referral forms in a timely manner
- Attend fortnightly line management meetings with Inclusion Manager/Inclusion leads to discuss issues arising and actions moving forward
- Attend weekly meetings with the FLOs to ensure positive Attendance is maintained within the Year group
- As appropriate, update the daily briefing document with important information/actions needed, following on from a parental meeting
- Ensure all tutors are aware of their tutees' progress
- Deliver high quality assemblies
- Student behaviour is managed so that there is an orderly and calm entrance and exit to assemblies and throughout the assembly
- Support the Behaviour policy by completing detention duties
- Meet with Student Year teams on a regular basis with an appropriate agenda
- Update noticeboards on at least a termly basis
- Hold productive and supportive meetings with tutor teams
- Ensure that the Attendance target is aspired to and communicated to your team
- Mentor identified students to encourage positive attendance/progress and support the removal of barriers that could be impacting either area
- Direct tutors in terms of students who should be on tutor report
- Hold tutors accountable for weekly equipment and uniform checks
- Hold tutors accountable for delivering the reading programme
- Hold students accountable for their behaviour in and out of lessons including during social time

- Make regular contact (text/phone/letter/email/meetings) with parent/carers for both positive reinforcement and for concerns
- Consider long term solutions and barriers to learning for students who are exhibiting concerning behaviour e.g., ISP, report, mentoring, etc
- Communicate with, complete referrals to, and seek advice from outside agencies as appropriate
- Support teaching staff with behaviour issues amongst the year group(s)
- Set up positive re-integration meetings following the Ready to Learn room or suspensions – to include an Inclusion Support Plan (ISP) or a reviewed ISP and students to return on report
- All actions pre and post suspensions are completed fully
- Ensure the appropriate actions and deadlines are met re new admissions.

Curriculum area leads

- Ensure staff follow strategies for effective classroom management
- Monitor classroom practice through regular observation
- Support teachers in maintaining discipline and following up on incidents
- Reward students on a regular basis including adding and communicating rewards in line with core values
- Monitor student behaviour on a weekly basis using Behaviour & Achievement sheet

SEND/CO

- Ensure statutory provision is in place and appropriate for all students with EHCPs
- Co-ordinate Student Information Profiles (SIP) for all students identified as having a special educational need, including those with emotional and behaviour needs
- Liaise with external agencies
- Refer to outreach support as appropriate
- Lead and manage students on an Alternative Curriculum
- Respond to referrals of students for behaviour support from staff and put in place reasonable adjustments
- Ensure Exam Access Arrangements are in place for students that are eligible

Assistant Vice Principal – SEND & Alternative Curriculum

- Ensure statutory provision is in place and appropriate for all students with EHCPs
- Ensure reasonable adjustments are in place to support vulnerable students including students with SEND
- Co-ordinate Student Information Profiles (SIP) for all students identified as having a special educational need, including those with emotional and behavioural needs
- Liaise with appropriate staff within Oak and external agencies as appropriate
- Refer to outreach support as appropriate
- Respond to referrals of students for behaviour support from staff and put in place reasonable adjustments
- Ensure Exam Access Arrangements are in place for students that are eligible

Assistant Vice Principal – SMSC/DSL

- Referring and sharing information to the relevant agencies and mitigating risk in the following, but not limited to, instances:
 - Child-on-Child sexual violence
 - Sexual Harassment
 - Inappropriate Online Behaviour

- Suspected criminal behaviour
- Threatening behaviour/violence whether in school or outside of school

Risk will be assessed, investigation will be conducted, and following school and local policy, information may be shared with relevant agencies such as social care, the police, CAMHS, etc

Vice Principal – Inclusion

- The Vice Principal is responsible for ensuring the policy is implemented consistently across the Academy
- The Vice Principal supports other staff in monitoring the behaviour of individual students and classes

10.Summary

We aim to create an environment where students want to demonstrate positive behaviours. All Academy stakeholders – staff, students and parents/carers have responsibility to uphold





Trousers/Skirt: Black trousers which need to be tailored. Girls are recommended to wear trousers. If they wish to wear a skirt, this should be a knee length pleated school skirt.



Tie: ALL pupils are required to wear an Oak Academy tie purchased only through Brigade.



Blazer: A black blazer with the Oak Academy logo



PE Kit:
Polo shirt with Oak Academy logo purchased from Brigade.
Black jumper
Black jogging bottoms or girls can wear black leggings
Black shorts or skirts
Trainers



Black shorts: During the summer months, students are allowed to wear tailored shorts. These must NOT be PE shorts, chino or combat shorts – pockets on the lower part.



Footwear: Plain sensible business-like black school shoes or hard soled black trainers only. Any student arriving at Oak Academy in inappropriate footwear will be expected to borrow black plimsolls for the day.



Bag: an Oak Academy branded bag must be used



Jumper : Oak Academy branded v neck jumper. This does not replace the blazer and can only be worn as an additional item.



Optional: Oak branded hoodie for PE use only



Nose studs:
Students cannot wear a visible nose stud.



Fake Tan/False Eyelashes/Make Up: Any make up worn by students should be natural looking. Students are not permitted to wear false eyelashes or fake tan.

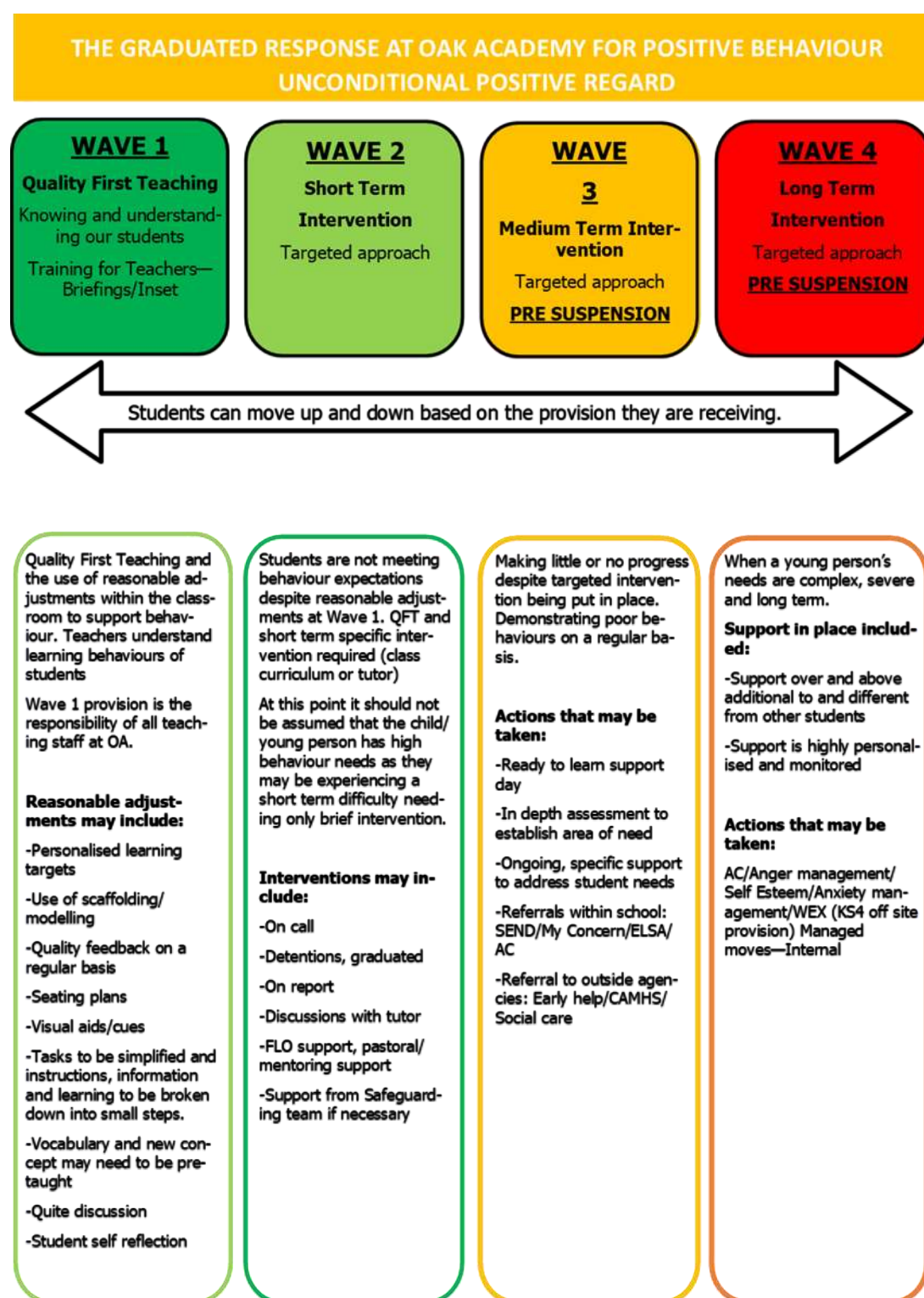
the procedures outlined in this policy.

Appendix 1 – Oak Academy uniform expectations

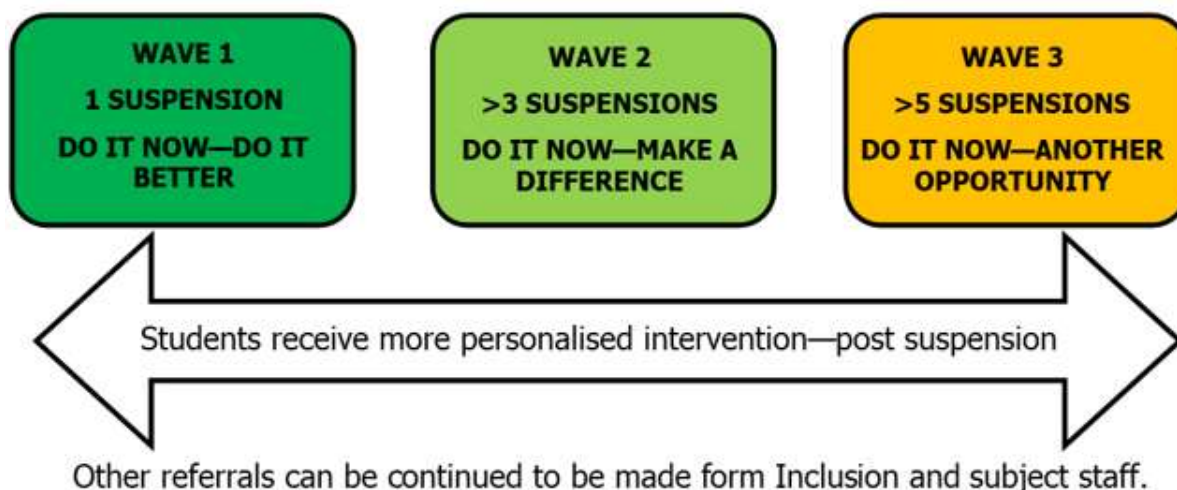
Students are allowed to wear either 1 small stud or sleeper in each ear only. There should be no facial piercings.

Hair colour should be of a natural tone only.

Appendix 2 – The Graduated responses



THE GRADUATED INDIVIDUALISED SUPPORT AT OAK ACADEMY FOR STUDENTS RECEIVING A SUSPENSION



- Re-integration meeting with parent/carer, to include an Inclusion support plan. Identification of any specific needs and referral
- Receives supported return to areas of difficulty—HOY
- Specific targeted pathways
- Review and support from Inclusion and/or CAL, for area of identified need

- Extended Internal support/ External referrals/ Possible alternative curriculum (AC)
- FLO intervention mentoring
- Possible AC alternative timetable—building of student resilience

- External support
- Managed moves
- Alternative curriculum
- External alternative provision:
 - Tregonwell
 - The Quay School

STUDENT INTERVENTIONS WILL VARY ON THE REASON AND SEVERITY OF THE SUSPENSION.

STUDENT/PARENT/CARER INVOLVEMENT IS VITAL.




Appendix 3 – Reward and behaviour thresholds

Staff award achievement points for meeting our core values to the highest of degrees. For 10 core value achievement points in SIMS, students will be awarded the relevant postcard. Each postcard will have a tear off slip. These slips will be placed into the core value "Slip Box" in reception. Weekly name will be pulled out of the collection and have a randomised Bronze award allocated to the name selected.

Example Below:



Rewards:

<p>Gold</p> 	<ul style="list-style-type: none"> • Individual and x2 friends front of queue pass. (2 weeks) • Non uniform pass for individual and 3 others. (1 day) • Whole year group 5 minute early to lunch pass. (1 week) • Whole year group 5 minute early to break pass. (1 week) • Dominoes voucher. • Amazon Voucher.
<p>Silver</p> 	<ul style="list-style-type: none"> • Individual and friend front of queue pass (1 week). • Whole class 5 minute early to lunch pass. • Whole class 5 minute early to break pass. • Break/ lunch voucher for the day (<i>Used once £1</i>). • Oak branded wrist band, pens, rulers, core value. • Exclusive use of Gym for Break for you and friends • Exclusive use of Gym for Lunch for you and friends
<p>Bronze</p> 	<ul style="list-style-type: none"> • Individual front of queue pass. (1 week) • Individual and friend 5 minute early to lunch pass. • Individual and friend 5 minute early to break pass. • Haribo. • Lollies. • Chocolate.

Appendix 4 – The Code of Conduct

OAK ACADEMY: STUDENT CODE OF CONDUCT

COURAGE

- Don't worry about mistakes. We learn from them and improve.
- Do something difficult, even if you're taking a risk.
- Make the right choice even when it's hard.
- Maintain an excellent standard of **behaviour**, regardless of the situation.
- Be the example!
- Choose what's right over what's easy.
- It's never too late to change.

KINDNESS


- Be kind and considerate to everyone within our community.
- Be polite and respectful to all members of the community.
- Speak in a calm manner.
- Be a positive role model to others.

COMMUNITY

- Follow all of the expectations and routines of Oak.
- Wear uniform correctly and with pride. An ambassador for Oak.
- Treat the facilities with respect.
- Respect the local environment and the wider community.

EXCELLENCE

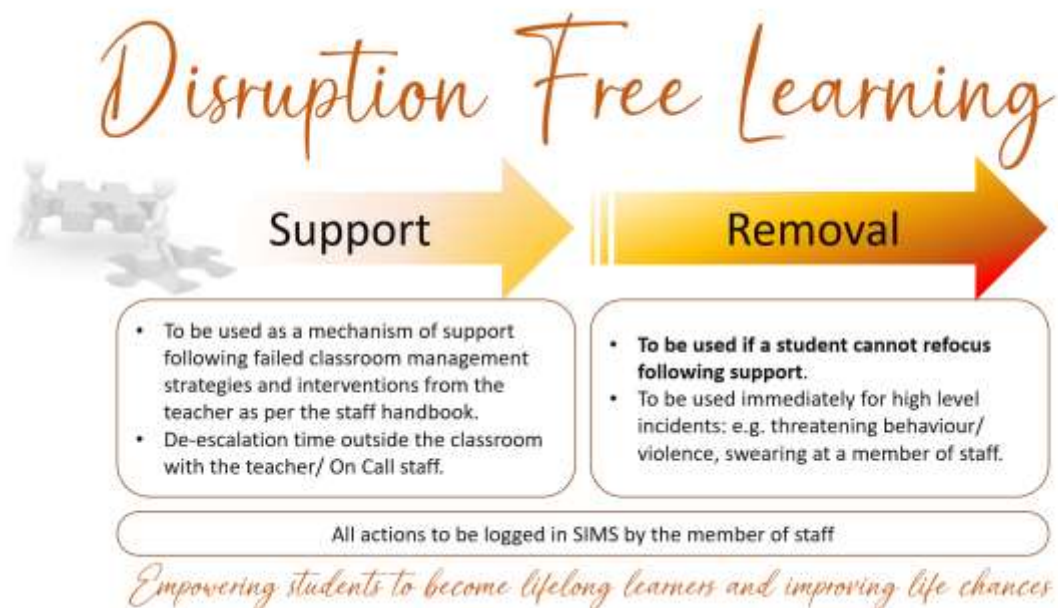
- Attend the academy, punctually, every day.
- Arrive to all lessons punctually.
- Bring the correct equipment for learning.
- Bring your PE kit on the correct day.
- Demonstrate excellent effort and enthusiasm in lessons.
- Go above and beyond in all things.



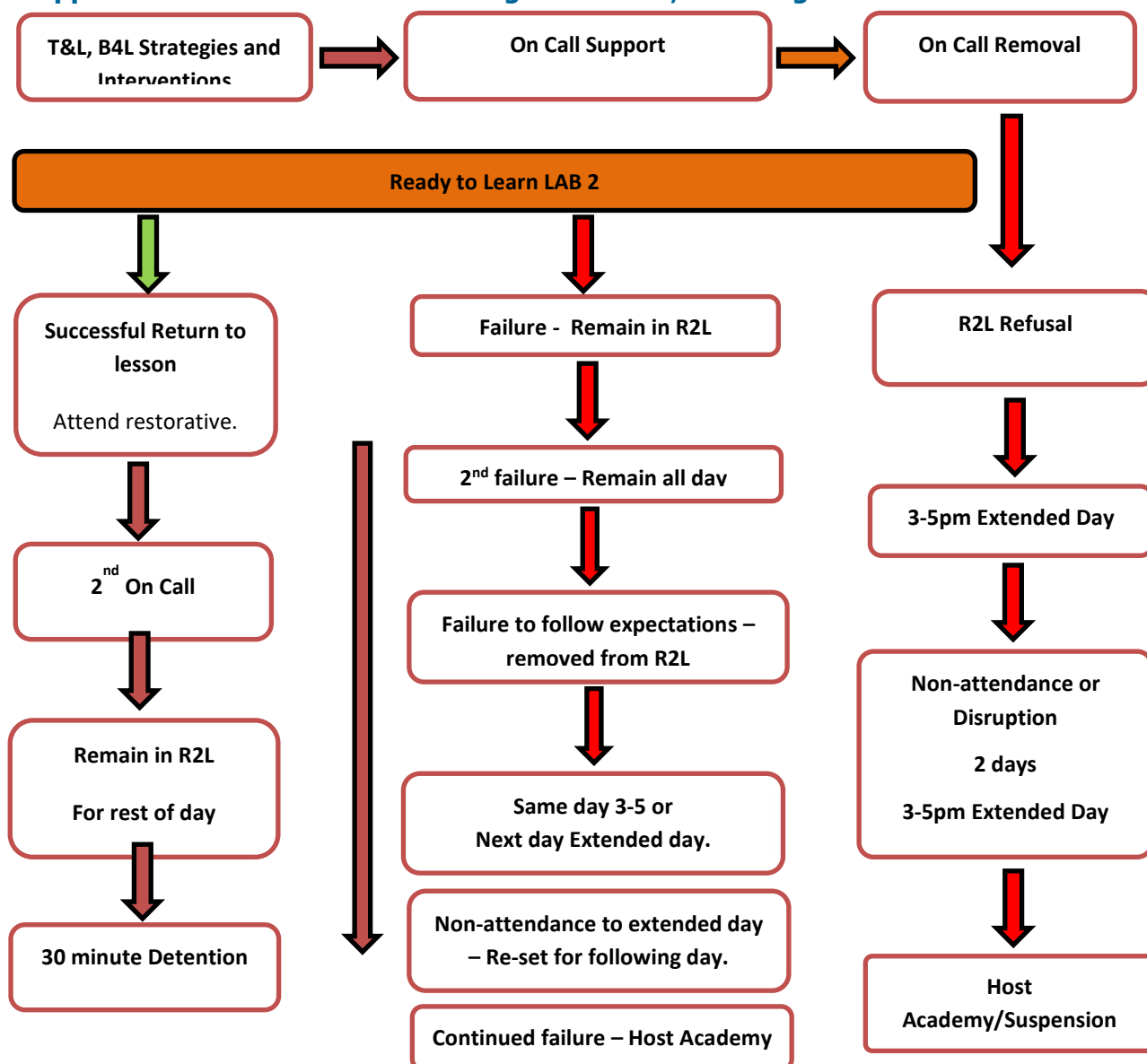
BE THE BEST YOU CAN BE!

High Expectations lead to High

Appendix 5 – Behaviour for learning



Appendix 6 – Behaviour for Learning Flow Chart, including detentions



Appendix 7 – Notes/guidance on how to enter information in SIMS

SIMS entries form part of the student's permanent record. These are used when recording behaviour incidents.

Please remember when entering an incident that:

- The record of the incident should be grammatically correct with accurate spelling
- Staff must avoid any personal comment or judgements – please keep to the facts
- Staff should not enter the names of other students – use initials if necessary
- For behaviour entries please ensure you give enough detail to make it clear exactly what the student has done to warrant the given sanction(s)

- Paper-based statements may be required for the most serious behaviour incidents, where greater detail is needed. If a paper-based statement is required, it will be requested by the HOY or senior leader

Appendix 8 – Calling for On Call

There will always be a member of staff On Call who can be contacted via an iPad. The member of staff On Call should be called for any serious incident or if they need 'Support' and feels the student needs a short time to re-focus outside of the classroom.

The 'Ready to Learn' room is for any student who needs to be withdrawn from a lesson because they are disrupting the learning of others.

A student will only be directed to this room by their teacher or member of staff On Call or when:

- There has been continuous disruption to learning after the Behaviour Policy has been followed
- A student has been extremely rude or defiant to the teacher
- There has been a serious incident

It is not appropriate to On Call a student for:

- Being late
- Poor work
- Not having correct equipment or uniform

Procedure

- The member of staff requests On Call support via an email, or e mails that a student has been 'Removed'
- On Call is notified via the iPad
- A student who has been removed will be given a yellow slip and makes their way to the R2L room
- On Call Support allows the student to de-escalate outside of the classroom for a short time. The On Call member of staff will 'support' the student in returning to their lesson successfully
- The member of staff requesting On Call will log this on SIMS, following the behaviour policy. This includes meeting with the student and contacting the parent/carer to discuss the incident
- Parent/carers of any student who has been removed during the school day, will receive a text informing them of this

Appendix 9 – Ready to Learn: Student & Staff Expectations

"Mistakes have the power to turn you into something
better than you were before."

Student Expectations

- Enter the hall calmly, do not disrupt the learning taking place
- Wait to be directed to a seat and desk by a member of staff
- Place your bag on the floor and any coat / jacket on the back of your chair behind you
- Wait to be given/directed to collect your RTL exercise book/laptop for the session and the appropriate work
- Do not mark, damage, or graffiti your book in any way
- Work in silence during your time in Ready to Learn
- Raise your hand if you need to talk to a member of staff
- Do not disrupt or distract others from their learning
- Always follow staff instructions
- Wait to be dismissed at the end of your session

Students will not leave Ready to Learn until they have met all the expectations above. The earliest opportunity to leave is at the end of the lesson from which they were removed. Students are advised to make positive choices work well and get it right first time.

Staff Expectations

Staff are responsible for a calm and well-ordered environment by:

- Applying the Behaviour Policy consistently
- Directing students to an appropriate seat and desk
- Logging the reason for the on call in the Ready to Learn(R2L) channel in TEAMS
- Issuing each student with their RTL exercise book/laptop and providing appropriate work for that session(s)
- Monitoring the quality of the work completed to ensure students can return to lessons
- Ensuring resources are treated with respect, and the area is kept clean and tidy
- Requesting on-call/SLT support if required, to support with behaviour management
- Waiting for duty staff at lesson changeover and logging the outcome of the R2L session for each student as above

Appendix 10 – Supporting information to the Policy

Education and Inspections Act 2006: The power to confiscate

- 10.1 Under section 91 of the Education and Inspections Act 2006, a member of staff at Oak Academy has the right to confiscate and retain a student's property as a disciplinary penalty where it is reasonable to do so. PPE will be worn if in special circumstances an item must be confiscated
- 10.2 If a student refuses to hand a requested item over, the incident will be referred to a senior member of staff immediately
- 10.3 The confiscated item can be kept until the end of the day
- 10.4 Confiscated items will be passed to the Inclusion VP for either KS3 and will be stored securely in a locked draw/cupboard until the parent/carer collects it
- 10.5 The power to confiscate extends to all items that are not allowed at the academy. Regarding weapons, knives, illegal drugs and stolen items: these will never be returned to the student but handed directly to the police. Cigarettes and tobacco will be destroyed, and alcohol will be poured away.
- 10.6 With regard to items confiscated that are not permitted to be worn or used by students (inappropriate uniform/use of a mobile phone – either in a lesson without the teacher's permission or at times other than at lunch or break) the process for confiscating is set out as above. This also includes the wearing of earphones (whether in the ear or hanging from the neck) which are banned from the Academy.

Education and Inspections Act 2006: The power to confiscate

- 10.7 Oak Academy does not participate in any scheme to screen its students. However, there are times when searching students is sometimes necessary and this is undertaken under the following principles:
- 10.8 Oak Academy is not required to inform parents/carers before a search takes place. It is also not required to seek parents/carers' consent for the search of their child to take place.
- 10.9 A member of the Senior Leadership Team or a Head of Year will always be present during a search except for a school trip or visit, whereby the person who will be present will always be the visit/trip leader.
- 10.10 The search will always be conducted by two appropriate members of staff to support the female, male or non-binary student.
- 10.11 Any student can be searched for any item that is banned by the Academy. In the event of a search being carried out, staff may take additional risk protection measures, such as wearing PPE
- 10.12 If the Academy suspects that a student has a banned item on his/her possession, the student can be instructed to turn out their pockets or bag. If a student refuses to co-operate with the search, he/she will also be subject to the same sanctions regarding any act of defiance.
- 10.13 The banned items at Oak Academy are:
 - Knives or weapons
 - Alcohol

- Illegal drugs including legal highs
- E-Cigarettes
- Stolen goods
- Cigarettes/tobacco
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal or damage to the property

10.14 In addition, chewing gum and energy/fizzy drinks are banned from the Academy site.

10.15 If appropriate, the use of CCTV will be used to decide whether a search of a student needs to take place.

The extent of the search:

- Students are only required to remove their outer clothing
- Outer clothing is defined as clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing is defined as: hats, shoes, boots, gloves and scarves
- Possessions means and goods over which the student has or appears to have control. This includes bags.

The power to discipline beyond the school gate

10.16 Under section 89 (5) on the Education and Inspections Act 2006, Oak Academy has the power to discipline students outside of the school gate under the following circumstances:

- When students are taking part in any academy organised activity
- Travelling to and from the academy whilst wearing uniform
- They are in some other way identifiable as a student of the Academy

10.18 There are additional times when students behave inappropriately which:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the Academy

10.19 In these last three instances, the Principal and Vice Principal will consider carefully the aggravating and mitigating circumstances of each case and confirm whether it is appropriate to sanction the student(s) involved.

The power to use reasonable force

Under section 93 Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force on and off school premises where the member of staff has lawful control, or is in charge, of the student concerned

10.20 There are three key reasons for the use of force which are:

- To prevent students from committing an offence
- To prevent students from injuring themselves or others
- To maintain good order and discipline within the classroom and across the site

There may be times when a student's behaviour requires staff to use physical intervention to ensure the students own safety, the safety of other students and staff, or that property is not seriously damaged. Parental consent is not required to use restraint on a student, but the parent/carer will be informed of the incident, the same day.

False allegations against a member of staff

10.21 Allegations of abuse against members of staff are taken extremely seriously and will be dealt with in line with the policy for submitting a complaint to Ambitions Academies Trust

10.22 Oak academy will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the student and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the academy

10.23 Students who are found to have made malicious accusations against members of staff will face the minimum sanction of a five-day suspension which, subject to the allegation and the time taken to investigate, may be increased at the discretion of the Principal placing the student at risk of losing his or her place at Oak Academy

Bullying

10.24 Bullying of any type is not acceptable. Please refer to the AAT Bullying policy

10.25 Oak Academy promotes Kindness Starts With Us. Staff and student Kindness champions supervise a Kindness room at lunchtimes. Through our Learning for Life programme, tutor time and assemblies, students are encouraged to have concern for others without expecting praise or rewards

10.26 Child-on-child abuse is considered a severe offence will be subject to the sanctions aligned with the incident and sanctions policy. Instances of child-on-child abuse include but are not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

Safeguarding and inclusion procedures have been implemented that allow staff and pupils alike to recognise and report child-on-child abuse. As needed, we reserve the right to share information with multiple agencies, in accordance with reporting regulations

Suspensions

- 10.27 Suspension from the academy is usually reserved for serious offences, or persistent mis behaviour. Suspensions are applied to emphasise the gravity of the offence, and to recognise, that a period of reflection is appropriate. They may be permanent, for a fixed time or an internal suspension.
- 10.28 **Suspensions** may be issued in situations (including persistent disruptive behaviour) where breaches of the Behaviour Policy require a significant response but where these are not serious enough to warrant permanent exclusion. The duration of a suspension is wholly dependent on the gravity of the offence and at the Principal's discretion. During a suspension, parent/carers must take responsibility for their child, and ensure that they are not in any public place without good reason during school hours within the first five days of any exclusion. If they do not, the Academy or local-authority may issue a £50 penalty. Parent/carers are expected to attend reintegration interview following any fixed period of exclusion. Failure of parents/carers to attend the reintegration interview may result in a Parenting Order being issued by the courts or local authority.
- 10.29 In the case of any suspension a thorough investigation will be carried out (which includes obtaining written statements from the alleged offenders – although this may not always be possible). An account of the evidence will be issued to the Principal. In his decision the Principal may, when considering the seriousness of the alleged offence under consideration, factor into their decision the previous behaviour of and sanctions applied to the student(s). In some cases, a decision may be automatically referred to Governors for ratification, in others the students or parents can ask that the Governors review the decision.
- 10.30 Any HOY or senior member of staff may request for discuss a suspension with the Principal, as a sanction. However, all final decisions will be made by the Principal.
- 10.31 All serious offences will be dealt with by the Vice Principal and/or Principal in accordance with government legislation guidelines and Academy policies.
- A risk assessment must be carried out following any serious offence to:
- Safeguard students, staff and visitors
 - Asses the suitability of a student's return to the Academy
- 10.32 **Permanent Exclusion** is rare but may be appropriate in some cases. Guidance from the DCSF states 'permanent exclusion should be considered for serious breaches of the Rewards and Sanctions policy and where a student remaining in school will seriously harm the education or welfare of the student or others in school'. However, in circumstances of persistent misbehaviour where other sanctions have been ineffective, permanent exclusion may be considered. Acts of racism, sexual abuse/assault, serious actual or threatened violence, the supply and use of drugs and other illegal substances and materials, the possession of or use of offensive weapons and acts of bullying may be considered for permanent exclusion.
- 10.33 When considering exclusions, reference to and the application of the AAT Exclusion Policy will also form part of the decision-making process.

Alternative Curriculum (AC)

- 10.34 Consistent or persistent rule breaking may result in an Alternative Curriculum. This is intended to allow students the opportunity to reflect and focus their attitude, back to learning whilst gaining confidence in the subjects they working positively in.

Trust academy to Trust academy

Pupil's Details ~ (please complete in BLOCK CAPITALS)

Does the child receive Free School Meals? YES ☐ NO ☐

Address (if different from above) **Address** (if different from above)

Details of support that pupil will require when in Internal Exclusion at Host Academy:

[illegible]

Appendix 12 – Internal Managed Move

Managed Move Request (pupils in Years 7/8/9) Trust academy to Trust academy

PART A – *To be completed by the origin school*

Pupil's Details ~ (please complete in BLOCK CAPITALS)

Name: _____

Gender: Male ☐ Female ☐ **Date of Birth:** _____

Current Year Group: _____

Permanent Home Address: _____

Current School: _____

Does the child receive Free School Meals? YES ☐ NO ☐

Parent/Carer(s) Details

1. Name: _____ **2. Name:** _____

Home Tel: _____

Home Tel: _____

Work Tel: _____

Work Tel: _____

Mobile: _____

Mobile: _____

Address (if different from above)

Address (if different from above)

PART B – *To be completed by origin school*

I have attended a review meeting of my child's progress and agree that a managed move transfer to another academy in the Trust is appropriate.

Intended academy: _____

Reason for request:

Parents please note:

A Managed Move transfer lasts for 15/30/45/60 academy working days prior to a pupil will return to their 'home' academy.

Parent/Carer(s) Signature: _____

Date: _____

PART C – MANAGED MOVE REQUEST INFORMATION FORM

– the following information to be provided to the intended academy by the origin academy

Pupil's Name: _____

Academy contact and responsibility: _____

Copies of the following documentation should be attached in every managed move:

- ☐ Fixed Term Exclusion letters ☐ PSP or other Support Package ☐ Behavioural Log
☐ Social Report from ESW ☐ Attendance Records

Copies of the following documentation should be attached if applicable to the pupil:

- ☐ Risk Assessment ☐ Parental Contract ☐ CAF
☐ Educational Psychologist's Report ☐ Known outside agency contacts

Have this pupil's educational needs been assessed by outside agencies?

(If yes, please provide details of when this was done and outcome) **Yes** ☐ **No** ☐
q

Is the pupil currently attending their academy? **Yes** ☐ **No** ☐

(If no, please give brief details of current situation below)

Current EHCP/SEN Support Stage

NB If pupil has an EHCP/Statement, a managed move is not appropriate

Is this pupil currently under statutory assessment? **Yes** ☐ **No** ☐

PART C *continued – the following information to be provided to the intended school by the origin school*

ACADEMIC ABILITY

Please comment upon the pupil’s progress in the following subjects with reference to National Curriculum attainment levels.

KS3: Subject KS2 SATS results

- English: _____
- Maths: _____
- Science: _____

Current assessment of performance – please indicate most recent assessment results, for example, modular tests, portfolio assessments and projected grades.

Agency Involvement:

Please provide name and contact details of nominated member of staff at the origin school:

Principal:**Name:** _____**Signature:** _____**Date:** _____

PART D – *To be completed by Intended School during planning meeting. Copies to be sent to origin school, parent/carer and school placement officer.*

Name of school: _____**Starting date for Managed Move and number of days:** _____**Review date 1:** _____**Success criteria linked to areas of need**

Area of need (Transport, attendance, uniform, etc.)	Agreed support strategies

Agreed success criteria (considering needs identified above)

Identify key worker at intended school:

Signatures

Please sign below if you agree to what has been discussed during the meeting

Name: _____ Signature _____ Position _____

Origin School

Name: _____ Signature _____ Position _____

Intended School

Name: _____ Signature _____

Parent/Carer

Name: _____ Signature _____

Pupil

PART D – *To be completed by Intended School during review meeting. Copies to be sent to all parties present and to school placement officer.*

Progress towards success criteria: _____

Pupil views: _____

Agreed actions and further considerations: _____

(including option to extend Managed Move)

Any additional areas of support identified: _____

Signatures

Please sign below if you agree to what has been discussed during the meeting

Name: _____ Signature _____ Position _____
Initialising School

Name: _____ Signature _____ Position _____
Receiving School

Name: _____ Signature _____
Parent/Carer

Name: _____ Signature _____
Pupil

Name: _____ Signature _____
Other

PART E – *to be completed by the intended school when the Managed Move has finished.*

Name of Pupil:

I would like to inform you that the managed moved transfer has been:

Successful ☐

Unsuccessful ☐

Successful Managed Moves

I would like to confirm that the above named pupil has returned to their usual academy on roll on

Unsuccessful Managed Moves

The managed move has failed because:

Please give details and attach behaviour report, including date Managed Move deemed unsuccessful.

Name: _____ Signature _____ Position _____

Date _____

Appendix 13 – Training expectations on behaviour management

A range of supportive training is provided in the staff handbook.

For example:

- Early Career Framework: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
- Initial Teacher Training (Core Content Framework): <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
- Walkthru's [WalkThrus](#)
- National Professional Qualifications: <https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021>