BEHAVIOUR FOR LEARNING POLICY

All One In A Million Free School Policies have been devised to ensure that:

- *OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence;*
- *Students from all backgrounds and all abilities are welcome;*
- *Each student has the opportunity to flourish and achieve their potential;*
- *We value the individuality of each student within the context of membership of our community;*
- *We are committed to raising educational attainment and improving our students' life chances;*
- *We provide an environment in which all students are self-aware, self-disciplined and confident;*
- *All students will understand how to make a positive contribution to our extended community;*
- *Academic, creative and personal achievement is supported through focus on Sport, Arts and Enterprise.*

Approved by:	Full Governing Body; Jane Hobbs, Principal
Last reviewed:	July 2023
Next review:	July 2025

One In A Million Free School (OIAMFS) is committed to ensuring that the school environment is safe and conducive to learning, ensuring high levels of progress and attainment for all students, irrespective of their differing needs and starting points. The school aims to promote the OIAMFS Core Values at all times: A culture of compassion, honesty, integrity and excellence. Strong and positive relationships at all levels that allow for development of self - esteem, self-discipline and respect for authority, equality and fairness. A learning environment that is safe and free from disruption and a safe social environment where individuals can thrive.

We are committed to:

Promoting outstanding behaviour
Teaching students explicitly what good behaviour looks like
Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
Ensuring equality and fair treatment for all
Praising and rewarding good behaviour
Challenging and addressing unacceptable behaviour
Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
Encouraging positive relationships with parents/carers/guardians
Developing relationships with our students to enable early intervention
A shared approach which involves students in the implementation of the school's policy and associated procedures
Promoting a culture of praise and encouragement in which all students can achieve.

For the purpose of this document, behaviour refers to student conduct in the school and outside the school gates as set out in Department for Education (DFE) guidance.

The latest DFE guidance can be found here:

https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf

The school behaviour for learning policy has been written with regard to the Equalities Act 2010. Adjustments will be considered (at the discretion of the Principal) where there is a genuine particular requirement based on a protected characteristic.

This policy seeks to encourage students to make positive choices, display the school's core values and re-enforces those choices through praise and rewards. OIAMFS recognises that even when encouraged to make the right choice, some students will occasionally make choices that can threaten their own safety, well-being and/or learning, or that of others. A series of strategies will then need to be used to modify such behaviour and re-engage the student. Central to and underpinning all such strategies will be the school's core values of compassion, honesty, integrity and excellence and students will be guided towards consistently demonstrating these qualities in their lives whilst both in school and in their communities. In some circumstances, the school will

need to act to ensure that the behaviour of a minority does not undermine the safety, and education of the majority or threaten the wellbeing of others, the school, or it's community.

The Behaviour for Learning Policy is designed to give students choices in the classroom and the opportunity to correct/modify their behaviour. The primary purpose of this system is to support learning by tackling and dealing with low-level disruptive behaviour i.e., behaviour that undermines the student's own learning or that of others. It allows students to take responsibility for their actions and gives opportunities to show compassion, integrity, honesty and excellence; in addition to dealing with more significant behaviour concerns. The principle of this system is early intervention to allow the student to modify behaviour so that effective learning and progress can take place, ensuring that students achieve or exceed their targets.

Roles and Responsibilities

- The Governing Body has overall responsibility for the implementation of the Behaviour for Learning Policy and the procedures of OIAMFS. It should ensure that it does not discriminate on any grounds including, but not limited to, ethnicity, national origin, religion, gender, disability or sexual orientation
- The Principal has day-to-day responsibility for implementation of the Behaviour for Learning Policy
- Staff, including teachers, support staff, and volunteers will create a supportive culture that is in line with the school's ethos and values, which models positive behaviour for teaching and learning. Parents/Carers are expected to take responsibility for the behaviour of their children inside and outside the school
- Parents/Carers are expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour at home
- Students are responsible for their own behaviour both inside school and out in the wider community. Students are responsible for their social and learning environment and agree to report all undesirable behaviour to an appropriate member of staff
- OIAMFS expects all members of the school community to promote and model the school and charity's core values of compassion, honesty, integrity and excellence in all undertakings and practices
- OIAMFS defines "unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, or behaviour which may disrupt the education of the perpetrator and/or other students, including but not limited to:

Definitions

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation, or a malicious accusation against OIAMFS staff
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Arriving at the school under the influence of drugs or alcohol
- Any other illegal behaviour
- Possession of banned items (please see section 6)
- Truancy
- Smoking/Vaping
- Refusing to comply with school rules/procedures and disciplinary sanctions.
- Failure to follow the instructions of a member of staff
- Theft
- Swearing
- Fighting/Assault
- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at the school without homework
- Refusing to adhere to the school uniform policy
- Disruption on public transport
- Use of mobile phones/electronic devices without permission
- Graffiti
- Breaching the IT acceptable use policy

This is not an exhaustive list. The Principal may choose to impose a sanction for bad behaviour and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

Unacceptable behaviour outside the classroom

OIAMFS takes unacceptable behaviour seriously. It will not hesitate to act in the best interest of the students within the school. Where students are not acting accordingly with the school Values,

displaying aggressive and/or threatening behaviour, or illegal activity is suspected, discovered, the school will not hesitate to contact the Police.

Training of staff

At OIAMFS, we recognise that early intervention can prevent bad behaviour. As such, staff will receive training in identifying potentially at-risk students.

Teachers and support staff will receive training on this Behaviour for Learning Policy as part of their new starter induction. Teachers and support staff will receive regular and ongoing training as part of their development.

Students will be taught that they have a duty to follow the school Behaviour for Learning Policy, uphold the school rules and contribute to the school culture.

As well as adhering to the Behaviour for Learning Policy, students and staff including volunteers are expected to implement and model the "Seven Habits" of The Leader in Me programme; devised by Steven Covey. All are expected to demonstrate the "Seven Habits", in school and around the community.

The 7 Habits are:

- Habit 1 - Be proactive - in your learning and extracurricular activities.
- Habit 2 - Begin with the end in mind – set achievable goals and prepare a mindful plan on how to reach them.
- Habit 3 - Put things first – prioritise your workload and mental health.
- Habit 4 - Think win/win – everyone can win. Look for solutions and agreements to gain better long-term outcomes/resolutions.
- Habit 5 – Seek first to understand, then to be understood – listen before you talk.
- Habit 6 – Synergise – together is better/ combine strengths.
- Habit 7 – Sharpen the saw – refresh and replenish – balance feels best.

Behaviour Expectations for all students

On the way to and from school, this includes:

Integrity

Being ready to learn by:

- Attending regularly
- Arriving on time
- Wearing the correct uniform
- Bringing all the equipment and work that you need for that day.

Compassion

- Showing respect to the local community by being polite and well mannered
- Taking care of the local community e.g., putting litter in the bin.

Honesty

- Wait on-site for friends
- Taking the most direct route home
- Take care crossing roads and when riding bicycles.

In School, this includes:

Integrity

- Turn off their mobile phone when they arrive at school and leave it in their school bag until they leave at the end of the school day
- Bring the correct equipment to all lessons
- Conduct themselves around the school and in lessons, in a safe, sensible and respectful manner.
- Arriving to lessons on time
- Wearing uniform correctly.

Compassion

- Showing respect to others in the community
- Respecting the school environment
- Avoiding anti-social behaviour and behaviour that is hurtful or disrespectful to others.

Honesty

- Always walking sensibly on the corridor using the one-way system
- Lining up in a sensible manner outside of classrooms
- Conducting themselves in a safe manner around the building and at social times
- Being in the correct area at social time.

When a member of staff becomes aware of misbehaviour, they will respond promptly and assertively to the behaviour issue in order to restore a calm learning environment. In lessons this includes:

Integrity

- Be prepared for the lesson, including equipment, resources, planners and homework.
- Listening intently and wait for instructions from staff
- Comply with instructions given by staff - **First Time. Every Time**
- Complete classwork and homework to their best standard, demonstrating a commitment to excellence.

Compassion

- Following instructions first time
- Speaking in an appropriate manner and listening carefully to the views of others
- Respect the classroom environment by keeping it tidy and avoiding damage to property.
- Report any unacceptable behaviour.

Honesty

- Not leaving lessons unless you are asked to do so
- Using equipment in all lessons as instructed to do so

Items banned from the school premises

The school reserves the right to ban/confiscate any item(s) that impact on the school, behaviour or health and safety. Parents/carers will be contacted regarding their return if appropriate to do so. The Police may be contacted regarding dangerous or illegal items.
Fire lighting equipment such as:

- Matches
- Lighters

Drugs and smoking equipment such as:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (eg. Vapes, e-cigarettes)

Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters
- Studded arm bands
- Pepper sprays
- Gas canisters

- Fireworks / flares
- Dangerous chemicals

Other items:

- Chewing gum
- Caffeinated/energy drinks
- Carbonated fizzy drinks
- Lollypops
- Offensive materials e.g., homophobic, pornographic, racist
- Any other item(s) which may be used to offend, harm or hurt individuals or groups. This is not an exhaustive list.

Smoking and drug policy

In accordance with Part 1 of the Health Act 2006, OIAMFS is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers/guardians, visitors and staff must not smoke on the school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students, are not permitted to bring smoking materials or nicotine products to the school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

Students smoking cigarettes or e-cigarettes on the school premises will be placed in Inclusion and parents/carers will be contacted.

In the interest of health and hygiene, we request that people refrain from smoking outside the school gates and in the vicinity of the school gates and grounds. Students smoking outside the school gates, in the vicinity of the school grounds or in school uniform will be placed in Inclusion and parents/carers will be contacted.

Searching

Staff members may use common law to search students with their consent for any item.

Staff members may ask any student to turn out their pockets.

Staff members may search any student's bag or locker.

Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the Principal to search for any prohibited item, including, but not limited to, tobacco and cigarette papers,

electronic cigarettes, illegal drugs and alcohol, without the consent of the student, provided that there are reasonable grounds for suspecting that the student is in possession of a prohibited item.

Searches will be conducted by a member of staff with another member of staff who will act as a witness, where possible, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately and it is not possible to summon another member of staff.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots, shoes and coats.

A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

CCTV

Staff designated by the Principal can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Screening

Screening may also be used. Onsite screening will involve the use of a wand. This can be carried out without the student's consent, even if the school does not suspect them of carrying a weapon or any other banned item. Students in Inclusion maybe screened if school staff believe this is appropriate.

If a student refuses to be screened, they will be sanctioned in line with the school Behaviour for Learning Policy.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. This includes legal highs and any other potentially harmful materials which cannot immediately be identified. They can also seize any item however found, which they consider harmful or detrimental to school discipline. If necessary, the Police will be called for the removal of the item(s).

Guidelines for dealing with specific serious incidents

In all cases of serious incidents detailed statements should be taken from all people involved, including witnesses – staff and students. This enables the relevant member of staff to have all of the necessary information so that they can give a suitable sanction.

In all incidents of poor behaviour, the initial member of staff should record the incident, providing a full, detailed, factual statement.

All incidents of internal suspension must be agreed by the Vice Principal or Principal.

All fixed term external suspensions must be agreed by the Principal.

No student should be sent home 'unofficially' to 'cool off' or 'calm down.

Outside in the wider community.

OIAMFS School holds strong ties and relationships with the wider community, so it is of the utmost importance that students represent the school by modelling the OIAMFS Core Values in a positive manner. Students are expected to attend school in full uniform each day and are discouraged from smoking on their journey to and from school. If they are found smoking on their journey to and from school or near the school premises, then sanctions will apply.

Complaints from members of the public about poor behaviour by students of the school, will be taken very seriously and will be fully investigated. Any such episodes will also present opportunities for staff to make reference to the school's values and demonstrate how different behaviour choices and outcomes may have been available to the student if they had applied OIAMFS values. Sanctions may be applied within school policy.

Use of Reasonable Force

OIAMFS also recognises that in a small number of exceptional circumstances it may be necessary for teaching/support staff to physically restrain a student to prevent harm to themselves or to others. All such actions adhere to the DfE guidance 'Use of reasonable force. Advice for Principal, staff and governing bodies. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit. Where possible, only those staff members trained in Positive Handling techniques should physically restrain a

child. Any circumstance where physical restraint or reasonable force is used must be recorded in the 'Bound Book' and CPOMS. Following this the incident will be reviewed by the DSL and Principal.

The OIAMFS Student Planner

The OIAMFS Student Planner is integral in applying all aspects of the school's Behaviour for Learning Policy. The student planner is given to students in order to create organisation and better communication with parents/carers. With these planners being a part of the classroom experience, students are more likely to keep track of their homework, set personal goals, and enhance communication between teachers, students and parents/carer. The main ways student planners can enhance learning are as follows:

Improves Organisation:

- Organisation does not come easily to some students. It requires a conscious effort and a great deal of planning; qualities that some students lack. Most often students get confused with having to keep up and plan for their many classes, assignments, test dates and so forth. Due to lack of organisation, students' work or grades often suffer.
- Student planners provide an easy and creative method of taking note of their commitments and deadlines. It gives them a systematic approach to recording necessary information on a daily basis. These are then referred to over the course of time, enabling students to prepare and be ready with their class requirements and activities.

Tracks Achievements & Behaviour for Learning:

- Student planners allow students to keep track of their goals. They can use the planner to write down their to-do lists and goals. As they accomplish goals throughout the week, they are able to build momentum and get inspired to work harder.
- The OIAMFS student planner is also used to record reward stamps, which are issued for complying with the school's code of conduct, producing work of an exceptional quality or making a positive contribution to the school. They also record episodes of unwelcome student behaviour or incidents, which are not in keeping with the school's values. Sanctions for inappropriate student behaviour are recorded in the planner and this serves to not only communicate the quality of student engagement with parents/carers, but also to monitor improvements in student behaviour over time.

Enhances Student Responsibility:

- Having a planner gives students freedom to plan, organise and keep track of their work to the best of their abilities and requirements. This has a dual benefit in that it increases

the student's accountability to the commitments planned as well as provides them with a structure that contributes to their success. Using the planners, students are able to take full responsibility and accountability to complete their work. The planner also enables students to record their attendance and encourages them to take responsibility for achievement of high levels of attendance.

Promotes Communication:

- There is always a chance for miscommunication to take place when conveying information to parents/carers through students. The use of planners helps to overcome this challenge as it serves as an excellent line of communication between students, parents/carers and teachers.
- School staff can make entries concerning student performance, dates for school activities or about school policies, while parents/carers can use the space to inquire about the student or inform the teacher about any need or difficulty faced by the student. If students forget their planner they will be issued with a daily planner sheet. A student can forget their planner twice per half term, on the third occasion they will be issued with a LTD (3 negative behaviour points on SIMS). A LTD will continue to be issued if a student forgets their planner each time afterwards.

Rewards:

- At OIAMFS we believe that good behaviour is best promoted and developed by drawing attention to and rewarding students for good behaviour. Staff will use consistent, clear language when acknowledging positive behaviour for learning.
  At OIAMFS the rewards system is based around the awarding of stamps, which in turn lead to certificates, badges and other rewards each term. (Appendix 1).
  Students can earn one reward stamp in each lesson and during form time if their behaviour for learning is in line with school expectations. Additional stamps are available from middle and senior leaders in the school for: sustained effort/progress/attainment over time; something exceptional e.g., a piece of homework or independent study or improvement in behaviour for learning over time.
- Below is a list of stamps a student can receive and how many reward points each is worth:

  Teacher = 1
  Literacy Stamp = 1
  Head of Department/Faculty/Year = 3
  Senior Leader = 5
  Principal = 10

Governor = 10

Values Champions:

To encourage a thorough understanding of the school's core values, students in years 7 – 10 elect one inspiring person to represent each of the school's core values. These become the Values Champions for the next academic year. At the end of each half term, Form Tutors nominate students they believe embody each of the values to be considered for the Values Champions Award. Heads of Year decide from those nominated which student is given the award for each of the four values. Those chosen act as role models for other students and are awarded a Values Champion badge and gain specific privileges within the school. Students who are nominated for the Values Champion Award receive 20 rewards points. Students who are named by their Head of Year as a Values Champion, receive 50 rewards stamps and can queue jump at lunchtime.

Sanctions

Sanctions for poor behaviour are central to the values that the school operates. It helps all members of the school community feel secure because everyone is really clear about what behaviour is unacceptable and what the consequences will be. Students are consistently reminded that modelling all four of the school's core values promotes the development of 'good character' and will ensure that their behaviour choices are both fitting and positive. Through the school's application of this policy, OIAMFS seeks to develop personality characteristics which will remain with the students throughout their lives and make them well rounded young people, who contribute positively to their own communities. This policy seeks to make every member of the OIAMFS community feel valued because it is a way of making sure students are rewarded for good behaviour.

The Behaviour for Learning System is progressive. For example, if a student disrupts their own learning or the learning of others, they will receive a Verbal Warning in the first instance. This gives the student the opportunity to modify their behaviour and for a member of staff to support students in upholding the school values and promoting the skills which students need to enjoy success in the classroom, around school and for life. If the student continues to disrupt their own or others learning they will receive a written comment in their planner and two negative Behaviour Points, recorded on SIMS. If the student fails to modify their behaviour and continue to disrupt learning they will receive a further written warning and will be moved within the classroom. Three negative behaviour points will be added to SIMS. Should the student continue to disrupt the lesson they will be removed to another room within the faculty or department, this is called a "Referral". Four negative behaviour points will be recorded on SIMS. In addition, the

student is placed in a After School Detention. If at this stage the behaviour is still unsatisfactory, the Behaviour & Attendance Manager or a member of the Pastoral Team will decide on further sanctions.

The Behaviour for Learning system exists at OIAMFS to allow teachers to teach and all students to learn. It is a consistent, fair and positive system, which is applied in all lessons across all subjects.

OIAMFS reserves the right to adapt the school Behaviour for Learning Policy as they see appropriate.

Behaviour	Sanction/Intervention
Stage 1: Verbal Warning First instance of unacceptable Behaviour for Learning including: Poor quality work Inappropriate talking Calling out Off task Out of seat Disrupting others Not following instructions, the first time	**Stage 1:** Verbal Warning Planner given to the teacher & placed on desk
Stage 2: Written Warning Failure to modify behaviour following verbal warnings	**Stage 2:** Written Warning Write S2 in planner Loss of reward stamp 2 negative behaviour points recorded on SIMS 5x written warning in a week = 60 mins After School Detention. **Issued by the Form Tutor.** FTs should check planners (for written warning) during the weekly Planner Check session in Form Time, however FTs are encouraged to check planners of certain students move regularly.
Stage 3: Second written warning; moved within the classroom; Lunch Time Detention Incorrect/lack of equipment/uniform (3rd time in a half term - checked by the Form Tutor) Not wearing correct uniform (3rd time in a half term - checked by the Form Tutor) Inadequate/ incomplete homework	**Stage 3:** Lunch Time Detention 25-minute lunch time detention 3 negative behaviour points recorded on SIMS 3 LTD in a week = 60 min after school detention and Form Tutor Pink/Green report (FT to liaise with HoY to issue and record reports on SIMS.) FTs should check planners (for "E" and "U" comments) during the weekly Planner Check session

Chewing gum/eating in lesson Inappropriate language Refusal to follow instructions	in Form Time, however FTs are encouraged to check planners of certain students move regularly.
Stage 3b: After School Detention	Students who are late to school or late to lesson will sit a 30 min after school
Stage 4: Referral Persistent stage 3 Rudeness/defiance Inappropriate racial/homophobic behaviour or language Persistent/gross defiance	**Stage 4:** Referral Student sent to the referral classroom 4 negative behaviour points recorded on SIMS 60-minute after school detention and HoY amber report 3 referrals in a week = SLT detention 90 mins
Stage 5: SLT Detention Student fails the faculty referral	**Stage 5:** SLT Detention 90 mins SLT Detention
	Failure to attend this detention will result in student being placed in Inclusion
Stage 6: Inclusion Persistent behaviour concerns Failure to attend SLT detention Gross defiance Violence/assault Truancy Decided upon by the Behaviour & Attendance Manger and the Vice Principal	**Stage 6:** Inclusion 6 negative behaviour points recorded on SIMS Parent/carer contact – meeting arranged to discuss next steps in school until 3.30/4.30 SLT red report
Stage 7: Fixed Term Suspension Violence/Assault Bullying/HATE Crime/Harassment Extreme defiance Persistent disruptive behaviour in and/or out of school	**Stage 7:** Fixed Term Suspension Student not allowed on the school site for XX days Re-integration meeting with parent/carer where acceptable behaviour contract is discussed and signed Fixed term suspension is followed by one day in Inclusion Student placed on SLT red report to monitor the behaviour contract
Stage 8: Managed Move Persistent/serious breach of the behaviour policy	Stage 8: Managed Move Alternative school via BACS process or alternative provision

Stage 9: Permanent Suspension An extremely serious offence. This might be after a wider range of strategies have been tried without success or a very serious assault or breach of policy e.g., in possession of a dangerous weapon, illegal substance etc.	Stage 9: Permanent Suspension Permanently suspended Student removed from the school roll

The Sanctions System

Stage 1: Verbal warning will be given to a student to indicate that what they have done or are currently doing is unacceptable and not consistent with the values of the school. The student's planner will be taken by the teacher and placed on the teacher's desk. If the student continues to disrupt their own learning or others, they will continue up the sanctions system.

Staff will avoid issuing a verbal warning as a blanket sanction to the whole class.

Verbal warnings will seek to redirect student behaviour with teaching and act as learning reminders.

If the student amends their behaviour, they can receive a rewards stamp at the end of the lesson.

Stage 2: Written Warning if a student continues to disrupt their or others learning, the teacher will issue a written warning in their planner. This will lead to *2 behaviour points* being logged on SIMS. Staff will remind students of their disruptive behaviour and how it is not following the school's values of compassion, honesty, integrity and excellence. Students can no longer be issued with a rewards stamp when they reach this level.

5x written warning in a week = 60-minute after school detention.

It is the **Form Tutors** responsibility to track behaviour comments in student's planners during form time and set these detentions.

Stage 3: Second written warning; moved within the classroom; 25 Min Lunch Time Detention. If a student persists with unacceptable behaviour the student will be moved within the classroom and a second written warning will be issued and a lunchtime detention set (25 minutes)

(Stage 3) which will be recorded in the student planner and on SIMS, resulting in 3 behaviour points, the member of staff will schedule the detention.

3 lunch DT in a week = 60-minute after school detention. 4 behaviour points logged onto SIMS

It is the **Form Tutors** responsibility to track behaviour comments in student's planners during form time and set these detentions.

If the student does not attend the lunchtime detention, they will be given an after-school detention (60 minutes).

Stage 4: Referral - 60-minute after school detention.

If the student persists in making poor behaviour choices they will be issued with a referral, 4 points will be logged onto SIMS.

On issuing this sanction, the teacher will:

- Consult the 'Referral Room Timetable' to identify the room currently receiving students
- Record the Referral on the dedicated page in the student planner and on SIMS
- Provide work which the student can complete independently during the Referral
- Record in their planner that the student will attend a 60 minute after school detention

Staff must take the student through the other three stages before reaching this stage unless the student behaves in a manner that is a risk to health and safety. Each department/faculty team will provide a referral timetable to the Behaviour & Attendance Manager to ensure that each timetabled lesson has somewhere for colleagues to send removed students.

Staff who are on this removal timetable will either be:

- Teachers who have curriculum or leadership responsibilities or have been identified to be particularly skilled at behaviour management, and or;
- Are teaching a group who are likely to be well behaved and accommodating.

Although parents/carers will be informed of detentions/sanctions centrally, it is the responsibility of the class teacher who issued the detention to telephone parent/carers to discuss the nature of the unacceptable behaviour for learning, and seek parental support in resolving any current or ongoing issues.

The student is responsible for making their own way to the Referral room within a timely manner, SLT will be "on-call" for serious incidents. The teacher will fill in the referral table (below) in the student's planner and fill in the appropriate details.

3 referrals in a week = SLT school detention (90 mins after school). 5 behaviour points will be added onto SIMS

It is the **Form Tutors** responsibility to track behaviour comments in student's planners during form time and set these detentions.

Referral page in planner

Date	Period	Time	Teacher signature	Reason
Example:				
06/06/23	1	9.25 am	XX	Persistent defiance, shouting out in class

Stage 5: SLT Detention

If a student fails their referral or misses an after school detention they will receive 90 mins SLT detention.

5 negative behaviour points will be added onto SIMS.

Failure to attend this detention will result in the student being placed in Inclusion.

Stage 6: Inclusion

Persistent behaviour concerns or significant behaviour incidents will result in a student being placed into Inclusion where they will complete an extended school day until 3.30 pm for students in Key Stage 3 and 4.00 pm for students in key stage 4.

Parent/Carer will be contacted and invited to a meeting with their child's HoY. The student will be placed on an amber report and 6 negative behaviour points will be added onto SIMS.

This will be recorded on SIMS by a member of the pastoral team.

In order to ensure that the duties under the Act are met, One In A Million Free School will:

- Consider the SEND Code of Practice and One In A Million Free School Policy for SEND;
- Monitor stages/FTS for SEND students with EHCP, EHCP pending or other disability, inclusion team meetings;
- Call an emergency/annual review for SEND students with EHCP, EHCP pending or other disability in cases where the Leadership Team/SENCO has identified that these students may have difficulties meeting the school's high expectations.

Inclusion

When a student's behaviour falls below the school's expectations then Inclusion may be used as a sanction. The length of time spent in Inclusion will be decided by the Behaviour & Attendance Manager and Vice Principal. If the student has a school lunch it will be ordered from the school kitchen and will be eaten in the Inclusion room, students will be isolated from their peers during lessons and social times. Students who are:

- late to inclusion
- refuse to hand over their phone/bag
- walk out of the Inclusion room without permission
- do not go directly to and from the toilet during a permitted toilet break

Will repeat the day the very next day or receive an immediate fixed term suspension.

OIAMFS would like to ensure that time spent in the Inclusion room is as productive as possible. Therefore, students are expected to complete all work set by their teachers. It should be noted that the Inclusion room finishes at 3.45pm-4.15pm. Parent's/Carer's will be contacted by telephone to advise of the extended school day.

Inclusion data is monitored and analysed by the Vice Principal, Assistant Principal, Behaviour and Attendance Manager and the Head of Years (HoY). Students who are repeatedly placed into Inclusion will be put onto a Behaviour support plan.

Trigger (Number of sessions in inclusion)	Support:
3 or 2 failed isolations	Behaviour & Attendance Manager meeting with parents/carers Behaviour Support Plan agreed
5	SLT and the Behaviour & Attendance Manager meet with parents/carers to review the behaviour support plan and discuss a behaviour placement
8	SLT and the Behaviour & Attendance Manager meet with parents/carers to review the behaviour support plan. Consider CAMHS/Ed Psych/SEND ref/AP/EIP Consider part-time table Other agency help Consider managed moved or AP

	Potential permanently excluded

Rules of Inclusion

- DO hand over all electrical items
- DO remove coats/outer garments and place bags underneath the desk
- DO complete the reflection task during the final period in the Inclusion room
- DO put your hand up if you have a question
- DO complete all work to the best of your ability

- DO NOT talk or communicate with others
- DO NOT speak unless spoken to
- DO NOT graffiti
- DO NOT put your head on the desk

PLEASE NOTE: Students who repeatedly fail to meet these expectations will be made to repeat their time in Inclusion the following day or possibly issued with a fixed term suspension.

Stage 7: Fixed Term Suspension

Students will receive a fixed term suspension following significant incidents of poor behaviour such as violence, bullying, harassment etc. 7 negative behaviour points will be added onto SIMS.

Following the suspension the student and their parent/carer will attend the re-admission meeting to discuss and sign the behaviour contract. The student will spend the next full school day in the Inclusion room before returning to their timetabled lessons.

Stage 8: Managed Move/Alternative Provision

Significant/persistent behaviour incidents will result in a student being Managed Moved to another school via the BACS process or in alternative provision may be arranged for the student. 8 negative behaviour points will be added onto SIMS.

Stage 9: Permanent Suspension

Only the Principal can issue this sanction in cases of an extremely serious behaviour offence or when a wider range of strategies have been tried without success or breach of policy e.g., in

possession of a dangerous weapon, illegal substance etc. The student will be permanently removed from the school roll.

A student cannot have a sanction removed – cancelled once issued by improving their behaviour.

Monitoring student behaviour through the use of the report card system

To support all students to fulfil their potential whilst adhering to the school's core values, the school uses a report card system. There are three levels of report – Form Tutor report (pink or green); HoY report (amber); HoF/HoD (blue); SLT report (red). Students will be placed onto one of these reports when they are issued with the relevant number of behaviour points (Trigger Points) based on the following thresholds during a term:

Level 1a: Positive pink report – Form Tutor monitoring

- Student placed on this report for 10 days if they have received 3 LTD in a week or 10 or more written warnings in their planner over a 2 week period.
- Parent/Carer will be informed by the Form Tutor.
- The report can only have positive comments about the students behaviour and Behaviour for Learning. This is to encourage students to "get it right".
- This is monitored by the form tutor during form time each morning.
- If successful after the monitoring period, the student will be removed from the report.
- If unsuccessful the student will be placed on the green Form Tutor report. Parent/Carer informed by the Form Tutor.

Level 1b: Green report – Form Tutor monitoring

- Student is placed on the Form Tutor green report for 10 days if they have been unsuccessful on the positive pink form tutor report.
- Parent/Carer will be informed.
- This report will have specific targets which the students must achieve during lessons and around school.
- This is monitored by the Form Tutor during form time each morning.
- If successful after the monitoring period, the student will be removed from the report.
- If unsuccessful the student will transfer to a HoY report for a period of 5 days. Parent/Carer informed. **The student will lose their social time for these 5 days.**

Level 2a: Amber report - HoY monitoring

- If Level 1 unsuccessful, the student will be placed on an amber report. They will report to their Head of Year on a daily basis.
- Parent/Carer will be informed by HoY.
- If successful at the end of 5 days, the student will be removed from report.
- If unsuccessful a further 5 days will be added, parents/carers will be invited in for a meeting with the HoY.
- If successful after the additional days the student will be removed from this report.
- If this further 5 days is unsuccessful the student will be placed in Inclusion for 1 day and moved to Level 3 SLT red report.

Level 2b: Blue report – HoF/HoD monitoring

- Students will be placed on HoF/HoD blue report for the equivalent of two weeks of lessons when their negative behaviour for learning is taking place within a specific subject. This report will be monitored at the end of each subject lesson by the HoF/HoD.
- Parent/Carer will be informed by HoD/HoF.
- Students will be placed on this report following 2 referrals or 5 written warnings (S2&S3) in a subject across a half term's lessons. This is monitored by the classroom teacher.
- If successful after the equivalent of two weeks of lessons the student removed from report. Parent/Carer informed by HoD/HoF.
- If unsuccessful a further weeks worth of lessons will be added and the student will be placed on the HoY amber report and will lose their social time for one week.

Level 3: Red report - SLT monitoring

- The student is placed on a Red Report for 5 days initially.
- Parent/Carer meeting with the Behaviour & Attendance Manager to discuss targets and strategies.
- If successful the student is removed. Parent/Carer is informed.
- If unsuccessful a further 5 days is added
- If successful after 5 additional days the student is removed from the report. Parent/Carer informed by the Behaviour and Attendance Manager.
- If unsuccessful student will move to Level 4.

Level 4: Acceptable Behaviour Contract (ABC)

- The target, strategies and timescale of the ABC are discussed and agreed with the School, Parent/carer and student.
- If the student is unsuccessful the monitoring period may be extended or further strategies and sanctions are discussed with the parents/carers.
- If this is unsuccessful parents/carers are invited into school to discuss options at Level 5.

Level 5: Managed Move

- Alternative provision
- Part-timetable with an agreed review period
- Referral to external services if appropriate
- Permanent Suspension

Detentions

Parents/carers will be notified in advance through the planner, phone call, text message or email. It is the responsibility of the parent/carer to ensure that contact details are kept up to date, as not receiving an SMS text message does not revoke the sanction.

A lunchtime detention is for receiving a second written warning (S3). The detention will take place for the full lunchtime, students will receive a grab bag for lunch.

A 30 minute after school detention is for being late to school finishing at 3.15pm

A 60 minute after-school behaviour detention will be issued for the following reasons:

- A referral from a lesson (S4)
- Inappropriate behaviour during unstructured times
- Being out of bounds
- Mis-use of a mobile phone
- Being late to lessons more than 3 times during a one-week period
- This is not exhaustive list.

Finishing at 3:45pm

After school detentions will take place on the specified detention day. If the detention is given after 1:30pm or the student already has a detention issued for that day. The detention will be moved to the next available detention day.

The school will issue 90 minute SLT detention where a student fails to attend a 60-minute detention. The two-hour detention will take place on the next day. Where possible, parents/carers will be notified in advance through the planner, phone call, text message or email.

90 minute detention starts at 2:45pm/3:45pm and finishes at 4:15pm/5:15pm.

If a student fails to attend a two-hour detention or fails to behave in the detention room, they will complete a full day in inclusion.

Note: under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention (please refer to the behaviour and discipline in schools: guidance for head teachers and staff 2018).

Calm Corridors

To ensure students arrive at lessons in a calm state of mind, "Calm Corridors" is enforced in between lesson changeovers and breaks/lunches. If the move from outside to inside the classroom is not well managed, time will inevitably be wasted in settling the students down when they arrive in the classroom.

Students must follow the calm corridor etiquettes, failure to do so will result in receiving sanctions.

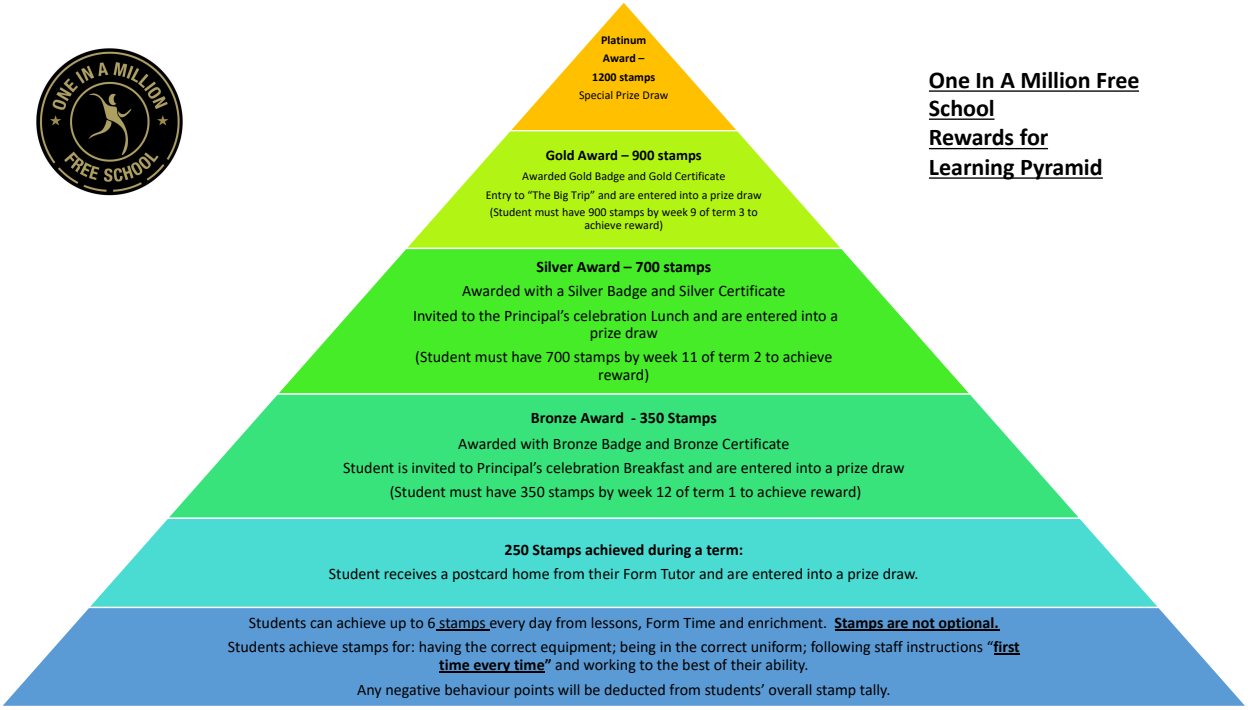
Consequences for the calm corridor system are the same as lessons.

Calm Corridor Rules

These rules create clear expectations and define what is acceptable behaviour in the corridors.

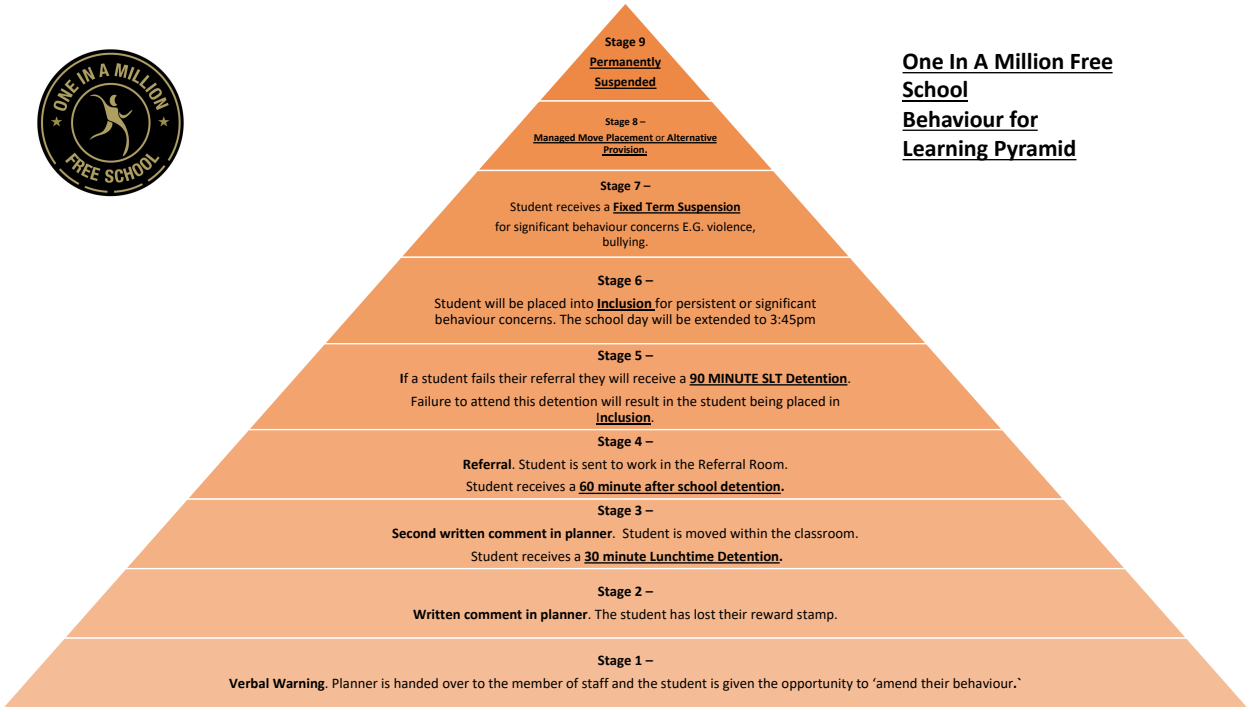
- Students must only walk around school, following the one-way system
- Students must keep their voice to a reasonable volume
- Students must not be out of lessons unless they have a note in their planner
- Students must be on time to lessons unless they have a note in their planner
- Students must not eat/drink in the corridors

Appendix 1 One In A million Free School Rewards Pyramid



One In A Million Free School Rewards for Learning Pyramid

Appendix 2 One In A Million Free School Behaviour Pyramid



One In A Million Free School Behaviour for Learning Pyramid

Appendix 3 - Taking into account individual student needs

OIAMFS understands the need to take in to account and be sensitive to individual student needs when applying the Behaviour for Learning policy and making reasonable adjustment where necessary. This list includes but not inclusive of:

- Those with special educational needs.
- Minority ethnic and faith groups.
- Travellers, asylum seekers and refugees.
- Students who need support to learn English as an additional language.
- Children in public care.
- Ill health children.
- Young carers.

Students who have experienced or are experiencing trauma.

A reasonable adjustment never means that the School lowers expectations. However, it recognises that some students need additional support to ensure that they meet the high expectations that we have for all of our students. One In A Million Free School may, in line with the requirements of Equality Act 2010, make reasonable adjustments for students with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

In order to ensure that the duties under the Act are met, One In A Million Free School will:

- Consider the SEND Code of Practice and One In A Million Free School Policy for SEND;
- Monitor stages/ FTS for SEND students with EHCP, EHCP pending or other disability, inclusion team meetings
- Call an emergency/annual review for SEND students with EHCP, EHCP pending or other disability in cases where the Leadership Team/SENCO has identified that these students may have difficulties meeting the school's high expectations.

For example:

- A child in care is removed from class after an emotional outburst. The student had been told the night before by the social workers that their foster family could no longer keep them and they would shortly be moving to another family and school.

A more appropriate response would be to allow the student to go to the HUB to calm down and if necessary, talk with a member of the Pastoral Team.

A student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The student has no sense that such comments can be hurtful and should be avoided.

A more appropriate response would be for the adult to tell the student that the comment was hurtful and inappropriate, to inform the SENCO, but not apply a sanction.

A refugee student dives under the desk at a sudden noise that reminds them of a terrifying event in his past. Other students laugh. The teacher thinks they are playing the clown and puts their name on the board as a warning.

A more appropriate response would be to let the class know there are special circumstances and offer the student reassurance and support.

A student is reprimanded for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties and cannot process complex language.

A more appropriate response would be to break instructions into short chunks and clarify understanding by asking the child to repeat them or put them into their own words.

OIAMFS Behaviour for Learning policy has been written with regard to the Equalities Act 2010. Adjustments will be considered (at the discretion of the Principal) where there is a genuine particular requirement based on a protected characteristic.

Appendix 4 - Fixed Term (External) Suspension

The Principal may take the decision to give a student a fixed term (external) suspension in response to a serious or persistent breach of the school's Behaviour for Learning Policy. If allowing the student to remain in school would seriously harm the education or welfare of others.

Examples of the reasons for suspension are listed below (this is not an exhaustive list):

- Unacceptable behaviour in Inclusion.
- Foul and Abusive Language.
- Repeatedly failing to follow instructions.
- Repeatedly failing to follow the school rules (including uniform rules).
- Continuous disruptive behaviour.
- Fighting or physical assault (including retaliation).
- Racial or homophobic abuse.
- Sexual misconduct.
- Continuous bullying.
- Dangerous behaviour.
- Violent and/or aggressive behaviour.
- Being in possession of alcoholic or illegal substances.
- Serious damage to school property.
- Malicious use of electronic devices or telecommunications.
- Being in possession of a banned item.
- Breaching the IT acceptable use policy.
- Any other behaviour deemed as unacceptable by the Principal.

The Principal can suspend for bad behaviour and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

Appendix 5 - Permanent suspension

Permanent suspension is an extremely serious sanction, and a step taken by the school only as an absolute last resort. The Principal may take the decision to permanently suspend a student:

In response to a serious or persistent breach of the school's behaviour policy and
If allowing the student to remain in school would seriously harm the education or welfare of others.

Examples of the reasons for permanent exclusion are listed below (this is not an exhaustive list):

When, over a prolonged period of time, despite numerous strategies, a student refused to work with the school.

Dangerous behaviour which poses a risk to the education and health and safety of others within the school or themselves such as:

- lighting fires.
- carrying an offensive weapon.
- harming or threatening a student or member of staff with an offensive weapon.
- serious, actual or threatened violence against another student.
- serious, actual or threatened violence against a member of staff.
- a student who harms another student causing injury requiring medical attention.

- Criminal behaviour e.g. supplying illegal substances to others or being in possession of illegal substances, this could include an incident which takes place on the journey to or from the school e.g. alcohol or illegal drugs.
- Sexual misconduct threatening the well-being of a student or a member of staff.
- Serious malicious or inappropriate use of electronic devices or telecommunications.
- Malicious accusations about a student or a member of staff.
- Assault, injury or harm to a member of staff.
- Behaviour or an act that causes serious disruption to the school e.g. deliberate setting off of the fire alarm.
- Serious breach of the IT acceptable use policy.

The Principal can exclude for bad behaviour and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

Appendix 6 - Supporting students whose behaviour needs to improve

At OIAMFS we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour in the school, various strategies may be employed to help them improve.

The use of a 'report card', although listed as a sanction serves the dual purpose of enabling the monitoring from Form Tutor, HoY and SLT to set targets and keep a check on behaviour and of giving the student instant feedback on satisfactory aspects of behaviour. This is particularly effective as parents/carers are kept informed of progress made.

One to one sessions with a HoY are also used to help students develop strategies to improve their behaviour.

Where appropriate, a 'time out card' may be issued to allow students to withdraw themselves from a situation they feel that they may not be able to manage appropriately and take themselves to an agreed teacher or HoY. Students issued with a card must use this appropriately or the card may be revoked.

Where drugs, solvents, alcohol or smoking are the issue, there will be a referral to appropriate agencies to provide support.

For students whose behaviour is deteriorating rapidly, a Behaviour Contract will be undertaken (if there is not already support in place). This will identify precise and realistic behavioural outcomes for students to achieve. It will be agreed with parents/carers as a result of a meeting with them. In drawing up the plan the school will:

- Consider offering one to one support.
- Review any learning difficulties and put in place a remedial programme where necessary.
- Consider change of sets or class.
- Consider a move to alternative provision/managed move.
- Consider referral to external agencies.

The plan will have regular review meetings. Rewards for meeting targets and sanctions for noncompliance should be made clear at the outset. At the end of the agreed period, the intervention package may, according to the level of its impact on improving the situation:

- be reduced or removed.
- be continued for a further period of time with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

Appendix 7 - Electronic Devices

(Mobile phones, MP3 players, iPods, iPads, tablets, smart watches etc.)

At OIAMFS we recognise that there is an increasing dependence by all on new technologies, however we also recognise that the possession and use of some mobile technologies can be highly disruptive to learning.

We appreciate that many young people carry mobile phones so that they can contact parents/carers on the way to or from the school, should an emergency arise. If an emergency should happen during the course of the school day then students/parents/carers may be contacted via the school office. It is not appropriate for students to contact parents during the school day by phone call, email or text, nor is it appropriate for parents to contact their children in the same way. If an incident occurs during the day we need to make sure that the school is in full possession of the facts before parents/carers are contacted.

We have extremely restricted access to the internet on the school ICT system. Students are not allowed to access social networking sites or gaming sites. Nor are they allowed access to sites that are deemed to have inappropriate sexual content or those that contain references to drugs and alcohol. We are aware that, until the law may change, many students can access such sites via their mobile phone.

To this end, the following will apply:

Students may bring electronic devices to school for use on the way to or from the school only. Electronic devices may not be used at any time on the school site during the school day, including before and up to the end of school day, break time, lunch time and between lessons. This includes smart watches which are not allowed in school as they have the functionality to be used for communication. The only exception to this is that they may occasionally be used in lesson time with the agreement of the teacher and for the explicit purpose of supporting learning. If a student wants to contact a parent/carer during the school day they should go to their HoY.

Electronic devices must be switched off and kept out of sight at all times during the school day, including before and up to the end of the school day, break time, lunch time and between lessons. They should be kept in students' bags. Electronic devices kept in blazer or shirt pockets will be deemed as being visible.

Electronic devices must not be taken in to any examination room.

The security of any device will remain the student's responsibility, the school will not be held responsible for any damage to a student's electronic device nor is it responsible for any costs incurred by students when using a device.

Any electronic device (whether it is being used or not) seen by a member of staff during the school day will be confiscated. Parents/carers will be contacted by the school if a device is confiscated. The first time a confiscation occurs in a half term, the student will be able to collect the device from their HoY at the end of the school day.

Any subsequent confiscations will require the device to be collected by a parent/carer.

Any student refusing to hand over an electronic device to a member of staff will automatically be sent to Inclusion.

Smart watches must not be used to communicate during the school day. Any student suspected of communicating via a smart watch will have it confiscated as if it were a mobile phone.

If asked to do so, content on a student's device (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher. The police will be informed if there is a serious misuse of the electronic device where criminal activity is suspected.

Appendix 8 – Uniform

Uniform plays a key role in providing a sense of belonging and identity to the school community, of which students are members. It also gives students a sense of pride in their appearance and is designed to achieve a balance between good value for money and durability.

All students are expected to meet the uniform requirements so that staff can minimise time spent addressing uniform issues and maximise the time spent focusing on student learning and progress. To support parents/carers further with this, full details of the school uniform requirements can be found in the uniform policy.

The school's uniform policy has been written with regard to the Equality Act 2010 which enable exceptions to the application of the various sections of the uniform policy where there are any exceptional circumstances or where there is a genuine particular requirement based on disability, ethnicity, religion or medical grounds. The reasons for such an exception would need to be established in discussion with the Principal (or nominated member of SLT).

Incorrect Uniform Procedure

If a student arrives at school with incorrect uniform, or uniform that is defaced, they should be sent to the HUB where staff will:

- Try to remedy the situation wherever possible.
- Lend uniform to a student. **Borrowed items must be returned at the end of the day.**
- Give out wipes to remove make up & nail varnish

Students are allowed to borrow uniform twice per half term. If they ask to borrow again they will be issued with a lunchtime detention. 3 negative behaviour points will be added onto SIMS.

A LTD will continue to be issued each time a student forgets their uniform after this point.

Students with an unsuitable hair cut or colour that cannot be remedied will be required to work in Inclusion. 6 negative behaviour points will be added onto SIMS.

Where it is not possible to remedy issues that are in breach of the uniform policy, students will not work in lessons. They will work from Inclusion.

The school will endeavour to contact parents/carers to inform them of any uniform issues and adaptions needed to correct the issue. Due to restrictions within the school day, including teaching commitments, it will not always be possible for parents/carers to be contacted immediately. Students will be required to work from the designated area until such a time as contact can be made.

During the course of the school day when students wear uniform incorrectly, they will be asked to correct the issue and a comment will be written in their planner, two negative behaviour points will be added onto SIMS. If students are persistently not wearing uniform correctly then additional sanctions will be applied.

Persistent breaking of the uniform rules will result in time in Inclusion and parents/carers being invited in to the school to discuss this with the Head of Year.

In summer during hot weather the Principal may allow students to remove their ties and/or blazers in the school. Unless directed otherwise, students will be required to have their tie/blazer with them in the school at all times and normal sanctions will apply.

Jewellery

Students will be asked to remove 'none uniform' jewellery and two negative behaviour points will be added onto SIMS.

Members of the Senior Leadership Team will confiscate items of jewellery and these will be returned at the end of the school day.

If students refuse to remove jewellery additional sanctions will be applied.

If a student persistently breaches expectations, then the jewellery will be removed from them. Parents/Carers will be required to contact the school to make an appointment with the Behaviour & Attendance Manager.

Appendix 9 – Physical Restraint and Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded in the 'bound book' and on CPoms. Reasonable force will be used in accordance with government guidance. Parents/Carers will always be contacted in the event restraint or reasonable force has had to be used (see physical restraint and reasonable force policy).

Appendix 10 – Student use of IT Expectations

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

The school follows the nationally recognised SMART rules which were established by Childnet (a partner of the UK Safer Internet Centre) and these are taught to all students through their Computing lessons. (SMART stands for: Safe, Meeting Up, Accepting, Reliable, Tell):

SAFE

- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will keep my personal details safe by not disclosing or sharing personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc).

MEETING-UP

- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.

ACCEPTING

- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).

RELIABLE

- I will be aware that people may not be reliable when I am communicating on-line (they may not be who they say they are).

TELL

- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.

Respect for School Devices

School systems and devices are primarily intended for educational use and students should not use them for personal or recreational use, unless they are given permission from a member of staff.

- Students should not try to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work without permission from a member of staff.
- Students should not use the school systems or devices for on-line gaming, on-line gambling, or internet shopping. Students should only use the school systems or devices for file sharing, or video broadcasting (e.g. YouTube), if they have permission from a member of staff to do so.

Respect for other users

- Students should respect others' work and property and should not try to access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- Students should respect a computer that another user is logged in on and not attempt to log them off or turn the computer off without their permission.
- Students should be polite and responsible when they communicate with others, they should not use strong, aggressive or inappropriate language and appreciate that others may have different opinions.
- Students should not take or distribute images of anyone without their permission.
- Students will only use their own personal devices (mobile phones/USB devices etc) in school if they have permission from a member of staff.
- The school rules around phone use are that it should be turned off and out of sight (in a bag, for example) during the school day unless a student has permission to use it. Furthermore, the phone should not be synced to any smart watch.
- If permission is granted for a student to use their own device in the school, they are to follow the rules set out here, in the same way as if they were using school equipment.
- Students should not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will they try to use any

programmes or software that might allow them to bypass the filtering / security systems in place to prevent access to such materials.

- Students should immediately report any damage or faults involving equipment or software; however, this may have happened.
- Students should not install or attempt to install or store programmes of any type on any school device, nor should they try to alter computer settings.
- Students should only use social media sites with permission from a member of staff.
- Students must not record sound, images, or take pictures of any student or staff member without their permission.

Respect for work produced by others and placed online

- Students should ensure that they have permission to use the original work of others in their own work.
- Where work is protected by copyright, students should not try to download copies (including music and videos).
- When using the internet to find information, students should take care to check that the information that they access is accurate, and try to understand that the work of others may not be truthful and may be a deliberate attempt to mislead them.

Respect for the School - not bringing the school reputation into disrepute

- The school will not tolerate defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff posted online.
- Staff at the school have a right to privacy and not to be harassed or bullied by searching for or referring to them in any posts on any website or social media site.
- Students will not set up any accounts, sites or social media accounts using the school's name or attempting to represent the school or use any of the photos, branding and logos placed by the school online.
- In the event that any student is found to be posting libellous or defamatory comments on Facebook, Instagram or other social network sites, this will be reported as "abuse" to the network site and the school will apply a sanction to that student and expect that the comments/account is removed immediately. Students are also expected to report any such posts.

Parents/Carers

- Parents/carers should also be aware that they are a part of the school community and refrain from posting defamatory, offensive or derogatory comments online. Any comments or libellous posts discovered will be expected to be removed immediately.

Responsibility - both in and out of school

- Students should be aware that the school also has the duty and the right to take action against them if they are involved in incidents of inappropriate behaviour when they are out of school and where it involves their membership of the school community (examples would be cyberbullying, use of images or personal information).

Sanctions

- If students fail to comply with any of this Use of IT Expectations section, as in the case of all school expectations, they will be subject to disciplinary action. This may include a detention, Inclusion or an Internal/External suspension depending on the severity of the action. This could also include loss of access to the school network / internet, contact with parents/carers and in the event of illegal activities involvement of the police.

Appendix 11– Sexual Violence and Sexual Harassment (SVSH)

The school has a consistent approach of following a robust sequential RSHE program, following procedures and consulting with other agencies if there are any concerns with any of our students.

When to report to police

The school will follow the NSPCC guidance on reporting to the police.

Online safety is exceptionally important, as it is often how issues are facilitated such as sexual harassment, CCE, CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and students. Where issues are raised by school filters and/or raised by staff or students these will be dealt with and, where appropriate, sanctions will be used.

We will use the definitions as stated in the most up to date version of Keeping Children Safe in Education when dealing with behaviour linked to sexual violence and sexual harassment. Please see below:

Peer on Peer/Child on Child Abuse – sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating. Child on child abuse, will always be taken seriously and swiftly acted upon, under the appropriate policy e.g., safeguarding, behaviour, bullying and a risk assessment completed as required. Students will be encouraged to report any concerns freely. It will not dismiss as 'banter' or 'part of growing up'. These issues will be part of PSHE/RSHE lessons and discussions. Victims will be supported through the school's pastoral system.

Sexual Violence and Harassment - Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

As with all safeguarding issues, our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a student could be suffering.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an

important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Girls are especially vulnerable to this type of abuse.

Examples of inappropriate behaviour will be addressed in line with KCSIE recommendations and our pastoral support systems.

Sexual Violence includes rape, assault by penetration and sexual assault.

Sexual Harassment is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g., showing sexual pictures, deliberately touching/brushing up against someone, online sexual harassment, up skirting.

We will;

- never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras/pulling down trousers.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.
- ensure this is addressed through our sequential RSHE program.
- ensure all incidents are recorded and acted upon swiftly in line with our safeguarding policy.

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time.

We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

Children who are lesbian, gay, bi, trans, queer or questioning their sexual or gender identity (LGBTQ+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Victim's will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves.

We will seek advice from other agencies such as the police or social care if the case is above early help or internal management.

Up skirting

Up skirting is a term used to describe the act of taking a sexually intrusive photograph under a person's clothing without their permission/knowledge, with the intention of viewing to obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases of this in school.

Sharing Nudes and Semi Nudes (previously known as Sexting/Youth Produced Sexual Imagery)

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse and will be referred to the police as a matter of urgency.

Children with Harmful Sexual Behaviour HSB

- Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.
- HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults.

- It is harmful to the children and young people who display it, as well as the people it is directed towards.

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour should speak to a DSL as soon as possible.

Bullying

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All students and parents/carers receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE/RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL's will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g., sexual, racist, disability and homophobic bullying and use of derogatory language will be recorded, analysed and swiftly responded to.

Appendix 12 – COVID-19 Local or National lockdown

Addendum to behaviour policy enforced if Outbreak Management Plan comes into effect as a result of the coronavirus (COVID-19) pandemic.

Live Lessons/Remote learning

Students will be expected to follow the same classroom rules and those introduced for online learning.

Expectations of students in live lessons:

- You must dress appropriately (this does not need to be school uniform). You may be asked to leave the lesson by your teacher if your clothing is deemed inappropriate.
- You should sit in front of an appropriate background in a shared space in the home (preferably not in a bedroom or other personal space). This should be away from distractions where possible.
- You should let other family members know when you are accessing live lessons.
- Try to limit any external noise and ensure that your screen is set to mute.
- You will need paper and pens to access the work.
- Teachers will engage with the lessons by using the chat functions or raise hand icon. Do not unmute your mic unless you are specifically asked to by the teachers.
- We would like your cameras to be on to engage fully with the lesson.
- The chat function will be disabled for any personal chat messages. You can only use the class function to chat to the teacher. You should not use this to chat to other students.
- A student may use the raise hand icon to chat to the teacher and wait patiently for a response.
- At different points throughout the lesson, you may be asked to complete tasks independently. If you need support from a teacher during this time, use the raise hand icon.
- Teachers will remove anyone from the lesson who is not engaging or is distracting the learning of others.
- If you are removed from a lesson, you may not have access to lessons in the future.
- A full range of sanctions including suspension/permanent suspension may be applied to students in serious breaches of the behaviour policy during live lessons.

Appendix 13 – COVID-19 in school

Addendum to behaviour policy enforced if Outbreak Management Plan comes into effect as a result of the coronavirus (COVID-19) pandemic.

If, in line with guidance, it is recommended that all students wear face coverings when social distancing cannot be easily maintained. If your child is exempt form wearing face coverings, students will be issued with a sticker on their planner.

Uniform and attendance requirements will remain the same. If you require support with uniform issues, please contact the school for additional help.

OIAMFS operate a stepped sanctions system. Details of which can be found earlier in the policy. This will be used to deal with any malicious acts related to COVID-19 and any breaches of the behaviour policy.

Acts linked to COVID-19 can include (but are not exclusive of):

- Refusal to follow good respiratory hygiene (catch it, bin it, kill it).
- Refusal to follow the one-way system.
- Deliberate touching of another student in order to spread panic or fear.
- Failure to follow a staff members instruction regarding incidents related to COVID-19.
- Faking symptoms to cause distress to others or be removed from lesson.
- Deliberate coughing in the direction of another person.
- Failure to use hand sanitisers or follow good respiratory hygiene guidance.
- Incorrect and inappropriate use of face masks.
- Use of face masks that does not fall in line with school guidance.

Whilst we realise that some students experience of COVID-19 will be different to others, and we realise that some students will find it much harder to respond to the changes in routines (for example those with SEND), the school will take this into account when imposing an appropriate sanction and aim to work with students and families to ensure that they are aware of the importance of necessary changes to school routine.

The use of suspension/permanent suspension in response to persistent, deliberate and serious malicious acts related to COVID-19 may be used if deemed necessary by the school.

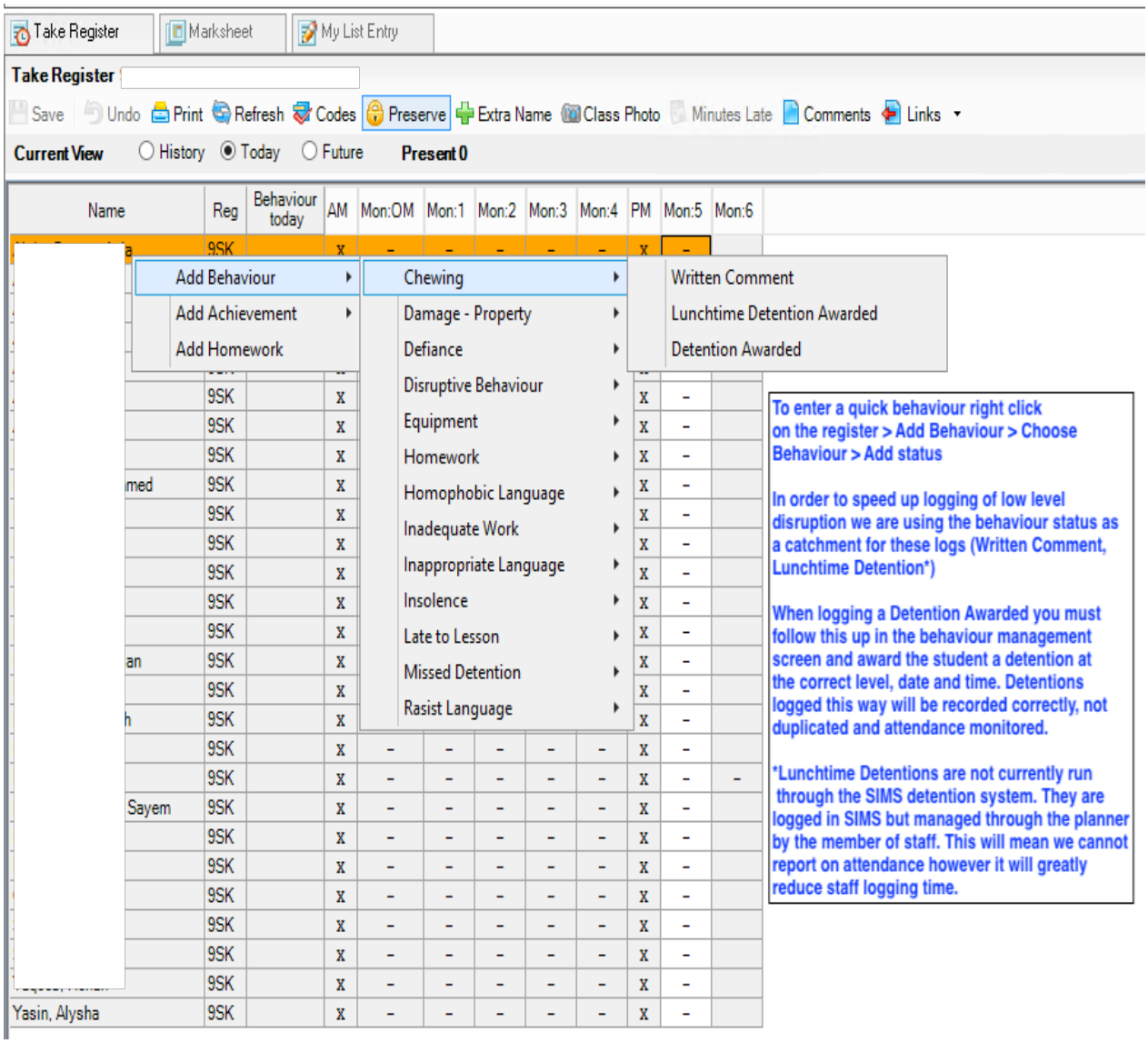
All students will be informed of the changes to routine prior to and upon their return to school and the need to ensure that they are followed consistently.

The school issued guidance to parents surrounding the circumstances under which a student is required to self-isolate. Details of this can be found on the school website. The school has the right to ensure that students who are asked to self-isolate do not attend. If a student attends the school before the end of their self-isolation period they will be asked to leave the school site and not to return until their period of self-isolation is complete.

The final decision rests with the school.

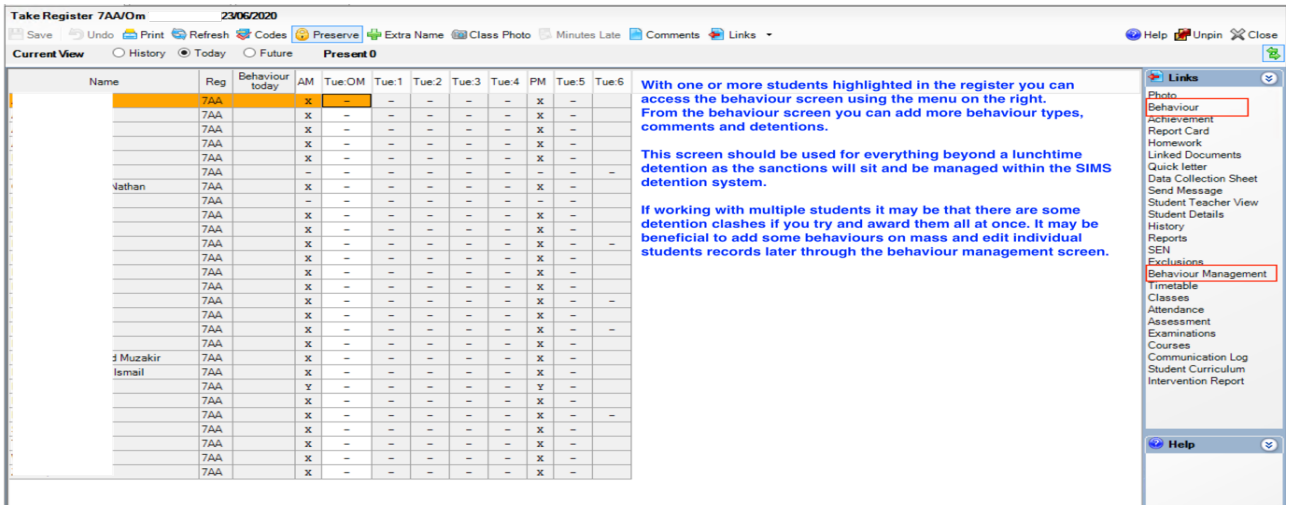
Appendix 14 - Entering rewards, behaviour and detentions on SIMS

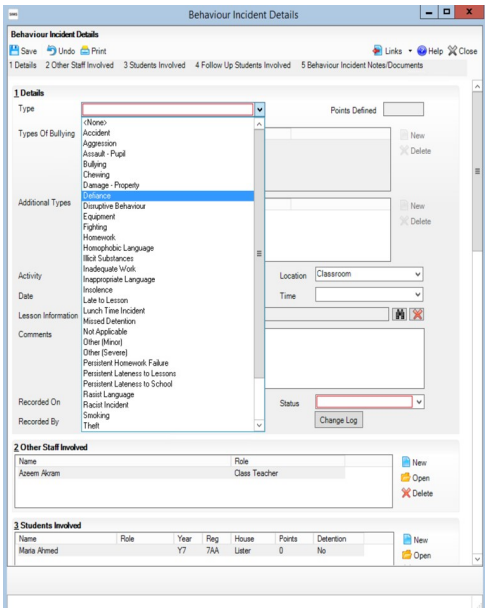
The majority of rewards and behaviour can and will be recorded through the register.



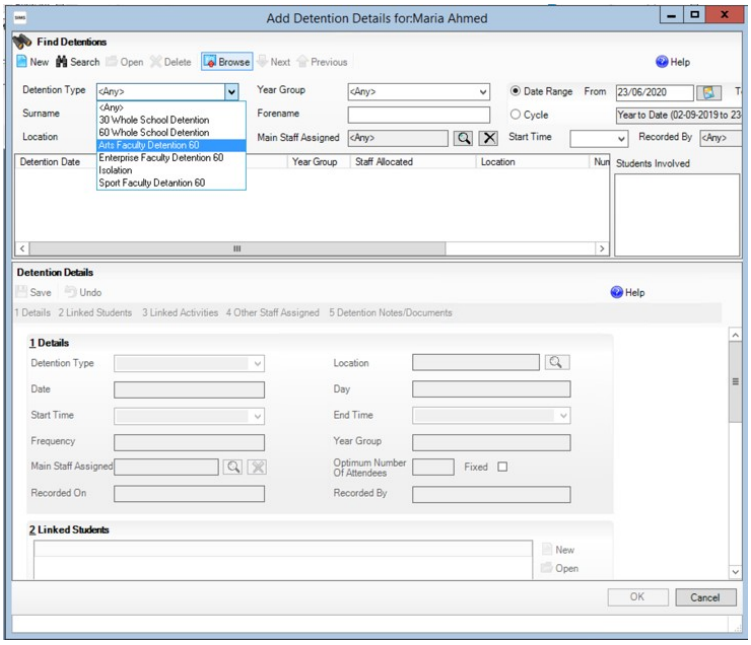
You can perform this action for several students by selecting them with the control key. 3 clicks and low-level disruption can be recorded for several students, follow up comments can be added later.

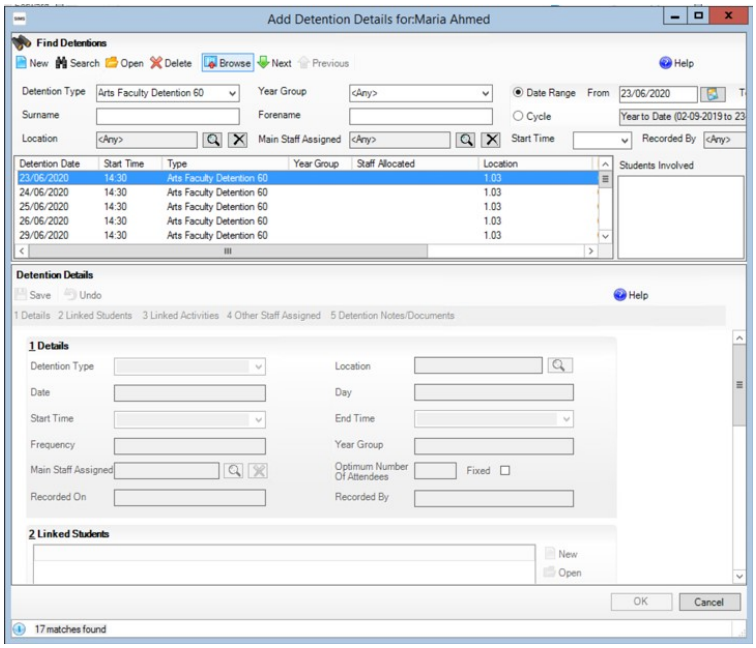
The behaviour screen allows you to enter a greater range of behaviours in far greater detail.





Once you add a behaviour type and status (Detention Awarded) and saved, you can then process a detention.





Choose the detention type and search. The available detention slots will show up (it will not show if the student is already scheduled for a DT, please check planner and/or behaviour management first). Click the one you wish to issue and OK and save.