Behaviour & Anti-Bullying Policy

IMPORTANT

OAKWOOD ACADEMY WILL NOT TOLERATE
ANY FORM OF ABUSE, RADICALISATION OR
EXTREMISM TOWARDS
CHILDREN OR YOUNG PEOPLE

"Promoting learning excellence – Inclusion beyond the barriers".

OAKWOOD ACADEMY: MORAL PURPOSE

"Oakwood strives to inspire all learners to believe achieve and succeed so that we can change lives for the better and prepare our learners for a successful future."

WORRIED ABOUT A CHILD?

If you are worried About a Child or Young Person
speak to any of the following staff immediately:
DSLs – Mrs L Southwood or Mr D Jones
or DDSL Mrs L Campbell

'SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY'

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Contents

Safeguarding Policies Children And Young People 4

Worried About A Child/Young Person 4

Extremism/Radicalisation 4

Safeguarding /Health And Safety 4

Spiritual, Moral, Social & Cultural 4

Vocational Training And Work Placements: 5

The aim of this behaviour/anti bullying policy is to: 5

The purpose of this behaviour policy is to: 5

Key Staff with Responsibility for Behaviour 6

Promoting Positive Behaviour 6

Paul Dix, Pivotal Education 7

Embedding Spiritual, Moral, Social and Cultural principles 8

Staff Strategies for Promoting Positive Behaviour 8

Oakwood School Rules and Code of Conduct 9

Code of Conduct 9

Rewards and Sanctions 10

Reflection time 14

Fixed term Exclusions 14

Pupil Support 15

SMART Room interventions focus:.....15

Support for pupils in times of need:.....16

Procedures for Dealing with Behaviour Issues.....16

A Graduated Response – Staff Roles and Responsibilities.....18

Pupil Welfare.....19

Discipline in schools – teachers' powers and the law.....19

Consequences poor behaviour, what the law allows:.....20

Pupils' conduct outside the school gates – teachers' powers what the law allows:.....20

Mobile Phones.....21

Confiscation of inappropriate items.....21

Anti- Bullying.....22

Procedures for Dealing with incidents of bullying.....27

A Graduated Response – Staff Roles and Responsibilities.....28

Searching with and without consent of screening.....32

The School Council.....33

Signs to watch for if you think a child may be being bullied.....34

List Of Safeguarding/Child Protection Issues.....35

Connecting Policies For Safeguarding Purpose.....36

Safeguarding Policies Children and Young People

The safeguarding policies (list back page) are in place to help prevent children and young people up to 18 years of age being at risk of harm. Oakwood Academy advises the safeguarding policies are read in conjunction with each other. If you have any concerns or questions regarding policies, please refer to a member of SLT.

Worried About a Child/Young Person

If you are **worried about a child or a young person** being at risk of harm please speak to the **Designated Safeguarding Lead** (DSL) or, in their absence the Deputy DSL; DO NOT IGNORE IT.

Extremism/Radicalisation

All staff and Governors are to be familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. Staff are made aware of the potential indicating factors when a child is vulnerable to being radicalised or exposed to extreme views. These include peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial (damaging) behaviour and personal or political grievances. Staff to report any concerns to the Single Point of Contact (SPOC).

Safeguarding /Health and Safety

Oakwood Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At Oakwood we provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and we strive to provide this within our classrooms. All staff follow health and safety guidelines.

Spiritual, Moral, Social & Cultural

Oakwood work to prevent children and young people from developing extreme and radical views by embedding SMSC principles throughout the curriculum. During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our children and young people with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Vocational Training And Work Placements:

External providers will be provided with a copy of the policy. They will be expected to follow the policy and inform school of behavioural incidents to the ensure safety of all pupils and appropriate sanctions put in place.

For more details / information about Safeguarding refer to the following documents:

- Keeping Children Safe in Education (statutory guidance for schools and colleges): September 2025
- Working Together to Safeguard Children (A guide to inter-agency working to safeguard and promote the welfare of children): December 2023
- Guidance for safer working practice for those working with children and young people in educational settings: February 2022
- Safeguarding & Child Protection Procedures (Oakwood Academy)

The aim of this behaviour/anti bullying policy is to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour
- Provide a calm and consistent approach
- Ensure all adults take responsibility for behaviour, and follow up personally
- Adopt and use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments
- Conform to Section 89 of the Education and Inspections Act 2006 preventing all forms of bullying amongst pupils

The purpose of this behaviour policy is to:

Provide procedures for all staff and pupils that:

- Foster the belief that there are no "Bad" pupils just "Bad" choices
- Encourage students to recognise that they can and should make "Good" choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Enable staff to identify that all behaviour is a type of communication

The Governing body of Oakwood has a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The aim of this policy is to promote good behaviour among pupils and promote how Oakwood Academy are an Anti-Bullying school. This policy sets out the disciplinary sanctions to be adopted if a pupil misbehaves.

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. Punishment must be reasonable and account must be taken of the pupil's age, any special educational needs or disability they may have (Section 91 of the Education and Inspectors Act 2006).

Key Staff with Responsibility for Behaviour

Executive Head of School – Mrs L Southwood
Head of School - Mr D Jones
Assistant Headteacher (Behaviour and Attendance) – Mrs C King
Inclusion Manager – Mrs L Campbell
Head of Lower School/ Pupil Inclusion Lead – Mrs A Hilton
Head of Year 8 – Miss A Morris
Head of Year 9 – Mrs J Tandy-Hall
Head of Upper School – Mr J Bywater
Learning Mentor – Mr T Berry
Learning Mentor – Miss B Lacey
Learning Mentor – Mrs E Mulligan
Learning mentor - Mrs L Pennington
HLTA/Learning Mentor – Ms R Parry – Willows
HLTA/Learning Mentor – Miss N Whitworth

Promoting Positive Behaviour

At Oakwood Academy we believe that positive, respectful relationships across the community, and consistent, composed adults are the foundations for positive behaviour management. We understand that all behaviour is a message. If we do not understand the initial behaviour this can lead to secondary behaviours. Empathy, kindness and taking the time to understand what the initial behaviour is communicating, will enable adults to support and guide the children to regulate their behaviour.

We recognise that our ever-changing pupil community present with a varied range of needs and that it is our responsibility to ensure that, alongside our whole school code of conduct and

school rules, we recognise the individuality of each student and their stage of development. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We believe that every child deserves a champion. An adult who will never give up on them. Rita Pierson (https://youtu.be/SFnMTHhKdkw). The children who demonstrate the most negative of behaviours often are the most in need of our empathy.

Oakwood recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routine and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book "When the adults change, everything changes". Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that listen quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is short cut to changing behaviour. They sell the lie that you can provoke sustained behaviour change in others without doing much hard work yourself. The truth is that there's no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour".

Paul Dix, Pivotal Education

We recognise that a good behaviour policy reflects the vision of the school and enhances the quality of relationships found in the school, promoting mutual respect, a readiness to learn and a safe learning environment. Positive behaviour is focused upon, acknowledged and rewarded. Negative behaviour is dealt with in a non-confrontational, calm manner, and with a restorative approach.

This policy is written in conjunction with our Anti-Bullying Policy to ensure that our pupils are safeguarded against harmful behaviour. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

This policy also takes into account harmful behaviour as a result of extremism and radicalisation. All staff at Oakwood are familiar with the indicators of vulnerability to

extremism and radicalisation and the procedures for dealing with concerns. We look out for indicators and report any concerns.

Embedding Spiritual, Moral, Social and Cultural Principles

We work to prevent pupils from developing extreme and radical views by embedding **spiritual, moral, social** and **cultural** principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.
(Please see Appendix 1&2 of this Policy)

Staff Strategies for Promoting Positive Behaviour

- Take time to welcome students at the start of the day.
- Always redirect pupils by referring to **"Be Ready, Be Respectful and Be Safe"**
- Be at the door of the classroom, to greet pupils, at the beginning of each lesson.
- All children to walk on the left hand side of the corridors quietly and sensibly with a member of staff.
- When on the yard all pupils are expected to stand still when the whistle has blown, once all pupils are sensible and quiet the whistle will be blown again and pupils can then line up in the forms ready to go back into school ready for their lessons.
- Never walk past and ignore pupils who are failing to meet expectations, unless directed.
- Regularly celebrate pupils whose efforts go above and beyond.
- Encourage use of positive praise (phone calls/postcards/raffle tickets and certificates).

Oakwood School Rules and Code of Conduct

The code of conduct and school rules are whole school expectations which are reinforced throughout school, and displayed in classrooms, to ensure a ready, respectful and safe learning environment for all.

School Rules – as a school we have three simple rules:

- Be Ready
- Be Respectful
- Be Safe

Code of Conduct

Pupils to encompass the three simple school rules:

Be Ready

- To learn
- To listen
- To follow instructions (e.g. handing in of mobile phones at the beginning of the day)
- To communicate

Be Respectful

- To staff
- To pupils
- To peers

Be Safe

- To learn
- To allow others to learn
- To move around school

Oakwood Academy School Rules

Be Ready

To learn

To listen and take notice

To follow instructions e.g:

Handing in of mobile phones at the beginning of the day

Arrive on time at 8.20am for school

Wear full school uniform

Wear no make-up or nail varnish

No jewellery except a watch and small earrings (no other piercings allowed).

No extreme hairstyles

PE kit to be brought in for PE lessons

No sweets or chewing gum

No fizzy/sugary/energy drinks

Log books must be brought into school every day. Notes can be written in by staff and parents

Be Respectful

To staff, pupils and peers

Be tolerant of other people and their beliefs

Be honest

The high standard of behaviour expected in school is also expected on the school transport

Be Safe

To learn and to allow others to learn

Move around school sensibly and quietly

Mobile phones, smart watches and other electronic devices will be switched off before entering the school site and must be handed in to form tutors during registration. Mobiles phones and other electric devices are NOT allowed to be used during the school day

Oakwood Academy

Part of **KINGS ACADEMY TRUST**

OUR EXPECTATIONS

These simple rules help keep everyone happy, healthy and safe so that we can all learn and achieve together.

1. Be ready

Be on time

Listen and follow instructions

Have everything you need in school

Wear full school uniform

No make up

No fizzy drinks or chewing gum

No jewellery

No extreme hairstyles

2. Be respectful

To staff, pupils and equipment

Tolerant of others and their beliefs

Be honest

On School Transport

3. Be safe

To learn and allow others to learn

Move around school quietly

Follow health and safety rules

Hand in mobile phones

Be Ready. Be Respectful. Be Safe.

Together we achieve.

Rewards

Rewards and Sanctions

Oakwood has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses which are consistent across the school.

Daily

- Recognition board
- Raffle tickets (every teacher to give raffle tickets out in lessons for good behaviour, attitude and work. Teachers or pupils to post the raffle tickets into the raffle box).
- Postcards home
- Messages home to parents/ carers
- Phone calls home to parents/carers

Weekly

- Raffle ticket winners (will receive a prize of their choice and certificate)
- Attendance form of the week
- Form class Star of the Week
- Postcards home
- Messages home to parents/ carers
- Phone calls home to parents/carers

Termly

- Headteachers award – a pupil from each year group to be chosen. They will receive a certificate and a McDonalds. They will have lunch with a member of SLT on the last day of term.
- 100% attendance winners and most improved winners
- Postcards home
- Messages home to parents/ carers
- Phone calls home to parents/carers

Yearly

- End of year school trips

Sanctions

Form / Class Teacher

1. **Reminder** - A reminder of the three rules delivered privately, wherever possible. A child might receive repeated reminders, if reasonable adjustments are necessary.
2. **Caution** - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3. **Time Out** - This might be a short time out of the classroom with a member of staff or away from the group. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective.
4. **Last Chance** - The child will be spoken to privately and given a final opportunity to engage. The adult will offer a positive choice to do so and refer to previous examples of good behaviour. Teacher to provide clear, controlled choices to the pupil. - *"I'm going to give you 5 minutes to make the right choice and when I return we need to move on from this and start our learning or you will be losing minutes off your break to reflect."*
5. **Repair** - Reflection time (with class teacher). Reflection time is given and the child will be asked to return at break and / or dinner time for a fixed time determined by the individual teacher (no longer than 10 minutes).
6. **Contact Home** - **Class teacher** to make contact with parents to bring behaviour to their attention and to inform them of the actions taken. This contact should be made **as soon as possible.**

Further Intervention

- **Learning Mentor / HOY Intervention** – Should the child continue to make poor choices that disrupt the learning of others and steps 1-5 have been followed, class teacher should call for a Learning Mentor (in the first instance) or HOY for support.
- **Behaviour Tracker / Target Sheet** – If a pupil continues to make poor choices in lessons, they will be placed on a behaviour tracker. This is to be agreed by HOY and supported by Learning Mentors to produce and individualised tracker. Parents to be made aware of arrangement.
- **Reflection Time & Contact home (with / from Head of Year**) – Continued poor behaviour will escalate to reflection with HOY and a phone call home to discuss concerns.
- **Reflection time / Fixed Term Isolation (SLT corridor)** – Pupil to spend time away from other pupils on SLT corridor reflecting upon behaviour and/or catching up on missed

classwork. Time frame to be agreed by HOY, SLT & Class Teacher dependent upon severity of behaviour exhibited. Parents must be informed of this action. Following period of isolation, HOY to conduct a restorative justice session between pupil and staff member with an aim of repairing the relationship and reintegrating the pupil into lessons.

- **Removal from yard / canteen (to SMART Room)** – Pupil to be removed from the yard and/or canteen for one week (initially). The arrangement is to be reviewed at the end of the week based upon behaviour in lessons. Parents to be made aware of this action by HOY.
- **Removal from off-site activity** – Pupils will be restricted from attending any off-site activity, such as sports events, reward trips and educational visits. Parents to be made aware by HOY.
- **Invite parents in for meeting (with HOY)** – HOY to outline concerns, discuss how the child can be supported moving forward and to explain what the next step would be in the result of no improvement.
- **Early (Emergency) Review** – SEN and any other external agencies involved with pupil to be invited.

Reflection time

The law allows teachers the power to issue reflection time to pupils (aged under 18).

- At Oakwood reflection time will be issued during the school day.
- All staff are able to impose this behaviour strategy.
- Parental consent for reflection time is not permitted by law.
- With reflection time, staff will allow reasonable time for the pupil to eat, drink and use the toilet where appropriate.

Fixed term Exclusions

Oakwood Academy does not believe we are able to safeguard or educate a child if they are excluded from school, so we endeavour to avoid this at every opportunity and exclusion is only used when every other course of action has been exhausted and the safety of other children or staff is at risk. We ensure that pupils causing concern are flagged up at the weekly safeguarding supervision by the school's safeguarding leads. Termly Strategy Intervention meetings and Provision Mapping also looks at the holistic needs of the child and ensures wrap around care is put in place such as additional support, Learning Mentor Intervention and therapeutic support by a trained counsellor. Form Tutors and Heads of year provide a staged response and support teaching staff with strategies for supporting positive behaviour. We work closely with the Local Authority SEND team and meet with parents regularly to discuss ways to support a child in crisis or who has additional needs. We ensure every opportunity for curriculum enrichment is put in place and look for the most appropriate pathway for our

learners and effective risk assessments, behaviour plans and RPI plans ensure a calm, orderly environment is available to all pupils where effective teaching and learning can take place. All staff are Team Teach trained and regular CPD opportunities ensure staff have the skills they need to meet a wide range of complex needs.

If all of our systems are not effective, internal isolation may be used for a fixed term. Internal isolation has to be approved by a member of the SLT and we track and monitor this through data collection. The aim of internal isolation is to always give the pupil time to reflect, have a consequence for a serious incident and have interventions put in place to ensure patterns of behaviour do not emerge and the cycle is broken. Only in serious cases where there is immediate risk of harm to others would an external fixed term exclusion be considered and if this has to be used, we would have explored all other options first and it is often the case that a pupil is wrongly placed in our setting and needs more specialist support for their behavioural needs.

Pupil Support

A range of support is available for pupils who are experiencing difficulties with behaviour, self-regulation and self-esteem through the SMART Room (**S**chool **M**entoring **A**chievement **R**elaxation **T**herapies).

The SMART Room offers a therapeutic early intervention service which helps remove barriers to learning and promote pupil success in school and life.

It supports pupils in developing greater social and emotional skills which will help promote short and long term academic and personal outcomes.

SMART Room interventions focus:

- Self-Management - Managing emotions and behaviours to achieve personal and academic goals.
- Self-Awareness - Being able to recognise emotions and values, as well as strengths and weaknesses.
- Social Awareness - Showing understanding and empathy for others.
- Relationship Skills - Being able to form positive relationships, work in teams and deal effectively with others.
- Responsible Decision Making - Making the right choices about personal and social behaviour.

Planned and timetabled interventions with pupils are identified through provision mapping and referrals from staff or pupil self-referral.

Support for pupils in times of need:

- Breakfast and Form Time provision
- Alternative break and lunch time provision for vulnerable pupils
- 1:1 or group mentoring
- Counselling
- Alternative Education
- Advice and support for staff
- Strategies for supporting pupils in the classroom
- Intervention programmes
- Developing social skills
- Understanding and Managing emotions
- Behaviour management strategies
- Relaxation techniques/ Mindfulness
- External agencies such as CAMHS

Procedures for Dealing with Behaviour Issues

It is the responsibility of the class teacher to ensure high standards of positive behaviour within each lesson. If behaviour issues arise, these should be dealt with by the class teacher. Behaviours which disrupt learning and good order after warnings have been given and strategies used by staff to de-escalate should be recorded on Behaviour Watch and appropriate sanctions given. Class teachers should liaise with form tutors, Heads of Year and Learning Mentors to plan an intervention. Staff should look for patterns of behaviour which may suggest difficulties within a particular lesson or time of day and indicate that a learning or social need may need addressing.

Serious incidents should also be recorded on Behaviour Watch and be passed on to Heads of Year (and the Senior Leadership Team) to inform parents or carers and to determine a suitable sanction.

Serious incidents to be recorded are:

- RPI's
- Bullying
- Racism
- Sexualised Behaviour
- Fixed term Exclusions
- Inappropriate use of technology
- Planned and approved internal isolations/exclusions

In addition to serious incidents please include persistent behaviours. This would be where the pupil has disrupted learning and after warnings have been given and strategies used by staff to de-escalate.

For serious incidents where other pupils and staff could be at risk, a **Risk Assessment Form** (see below) should be filled out and shared with all staff. This will provide a plan of action to reduce further risk.

Oakwood Academy Pupil Welfare Risk Assessment Form	
Name of pupil(s) causing risk:	
Name of pupil(s) at risk:	
Name of person recording the concern:	
Date recorded:	
Details of the nature of concern including who reported it. Include as much information about who was involved and what has happened.	
Plan of action to reduce further risk. Use check list as a guide.	
Log incident(s) in SIMS	Speak to other pupils to gather information.
Speak to pupil at risk	Agree action with pupil at risk
Speak to pupil(s) causing risk	Agree action with pupil(s) causing risk
Inform parents/carers, arrange meeting	Inform governors
Inform staff	Refer to an agency
Change of timetable/lunch/break	Refer to safeguarding officer
Restorative Justice	Involve police.
Dates of review:	
Outcome of follow up and any further action taken:	

A Graduated Response – Staff Roles and Responsibilities

Class teachers and Supporting Staff

- To deal with behaviours in the first instance unless they are serious incidents.
- To consistently follow the tiered sanction approach (identified above).
- To take account of the developmental needs of the individual and adopt a range of good classroom management skills to promote and facilitate positive behaviour e.g. differentiation, seating arrangements, directed support, verbal reminders/prompts.
- To facilitate sanctions as a result of negative behaviour as identified in the tiered sanction approach.
- To input cases of poor behaviour in Behaviour Watch.

Form Tutors

- To monitor behaviour on a daily basis using Behaviour Watch.
- To support staff in arranging and facilitating reflection time where necessary.
- To liaise with parents and carers to keep them informed of behaviour issues and strategies.
- To liaise with class teachers, Heads of year and Lead Learning Mentor to improve behaviour and to help write and implement Individual Behaviour Plans.

Heads of Year

- To meet regularly with form tutors to monitor behaviour within their department.
- To support the class teachers and form tutors in arranging and facilitating strategies to improve behaviour.
- To liaise with the Lead Learning Mentor and Inclusion Manager to arrange and implement long term interventions resulting from a behaviour plan such as alternative timetable arrangements, extra support, pupil trackers, external placements etc.
- To arrange meetings with parents to discuss concerns about a student's behaviour and work with them collaboratively on ways to improve it.
- To meet regularly with the Inclusion Manager and Assistant Headteacher to report behaviour issues within their year group.
- To provide information for half termly planning meetings with other pastoral staff to bring issues of concern which may need input from external professionals.

Inclusion Manager

- To meet regularly with Heads of Year to monitor behaviour in each year group.
- To offer advice and support to all staff on behaviour as needed including facilitating strategies.
- To collate and analyse whole school data on behaviour and make plans to improve it.
- To oversee behaviour profiles and plans to ensure that they are working documents which are reviewed regularly.
- To work closely with Learning Mentors to implement the most appropriate interventions for individuals.

• To oversee implementation and progress of interventions through provision mapping.
Assistant Headteacher • Lead on the implementation of a consistent, proactive behaviour strategy tailored to our pupils. • Oversee whole-school staff training in behaviour, de-escalation, and safeguarding-linked responses. • To collate and analyse whole school behaviour data; using this to develop improvement plans to enhance pupil outcomes. • To meet regularly with Heads of Year and the Inclusion Manager to monitor behaviour in each year group. • Manage serious incidents, exclusions, and reintegration plans in line with statutory guidance and internal policies.

Pupil Welfare

The Governors of Oakwood will become involved in discipline procedures if a pupil regularly breaks Oakwood's code of conduct. Dates/times are listed on the 'Governing Body Information' sheets. Depending on the nature of the incident/s pupils and parents/carers will be invited to meet with the Governing Body by letter to discuss further action and decide on the appropriate consequences.

Discipline in Schools – Teachers' Powers and the Law

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose reflection time.
- Teachers can confiscate pupils' property.

Consequences for Poor Behaviour, what the law allows:

At Oakwood staff can give consequences to pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a

school rule or fails to follow a reasonable instruction staff can impose a punishment on that pupil.
To be lawful, the consequence (including reflection time) must satisfy the following three conditions:

- The decision to give a consequence to a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- The decision to give a consequence the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A consequence must be proportionate. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the consequence must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Oakwood should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow Oakwood's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Pupils' Conduct Outside the School Gates – Teachers' Powers, what the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (paragraph 21. 7 Section 90 of the Education and Inspections Act 2006).

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:
misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity

- travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.

or misbehaviour at any time whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Mobile Phones

In line with the Department for Education (DfE)'s mobile phone guidance (June 2026), pupils **must not use their mobile phones during the school day**; including during lessons, in the time between lessons, at break times and at lunchtimes, unless explicitly authorised by a member of staff (for example, for a specific medical reason).

We understand that lots of pupils will bring a mobile phone into school to support their safety when travelling to and from school, including school transport, this may be to support their route or to advise parents/carers that they have arrived safely.

Therefore the procedure for mobile phones is outlined below:

- Staff will continue to collect mobile phones during form time. These will be kept securely and handed back to pupils at the end of the school day.

Pupils will be taught the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Pupils will be encouraged to see a mobile-phone free environment as desirable and valuable.

Confiscation of Inappropriate Items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** ("Discipline in Schools – Teachers' Powers") enables a member of staff to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent

for "prohibited items" (Section 550ZA (3) of the Education Act 1996) including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- E- Cigarettes/Vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If weapons, knives, illegal drugs and extreme or child pornography are found as a result of a search they will be handed over to the police.

At Oakwood Academy, staff will confiscate:

- any item deemed to pose a threat to the health and safety of the individual or to others
- cigarettes, alcohol, legal highs or drugs that are illegally brought into school
- mobile phones that are used during the school day
- energy drinks
- vapes or vaping items

Staff carrying out any search, should do so with reference to the guidelines contained in the document: **Searching, screening and confiscation: advice for schools (2014)**

Under the terms of the Act, staff will not be liable in case of damage or loss of confiscated items if the seizure was lawful. Parents / carers will be informed of the confiscation. In some circumstance, parents / carers may be asked to collect confiscated items from school.

Screening

Pupils may be required to undergo screening by a hand-held metal detector wans. Senior leaders, the Inclusion Manager and Learning Mentors will carry out the screening process at Oakwood, if required.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way, which does not

expose pupils or staff to risks to their health, and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply and the school does not let the pupil in. the school has not excluded the pupil and the pupil's absence will be treated as unauthorised. Pupils should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as the powers to search without consent.

Power to Use Reasonable Force

- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.
- Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Anti- Bullying

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If Oakwood feel that an offence may have been committed, we will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

Teachers at Oakwood have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the

local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. Senior staff will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. In all cases of misbehaviour or bullying Oakwood can only discipline the pupil on school premises or elsewhere when the student is under the lawful control of Oakwood.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Manipulation of those who do not understand they are being bullied is common.

Anti-Bullying Alliance Definition:

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

The Three Elements of Bullying

1. Bullying is deliberate or intentional

2. It is usually repeated and

3. There is an imbalance of power between perpetrator and target.

A one-off incident is seldom, regarded as bullying except in certain rare circumstances where the other two elements and prejudice are present. In some cases, such as bullying that targets someone with special needs or disability for example or if there is a significant risk of harm, we would not look for repeated incidents to classify it as bullying if all the other aspects were there. Bullying can be frequent or infrequent, long term, high or low level and persistent. Bullying can include bullying of and by school staff, whether by pupils, parents or staff.

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly and underhand, behind the target's back, rumour spreading
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps.

Bullying can be driven by prejudice or fear of difference. It can be linked to:

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special need
- Long term illness
- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. We regularly

evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.

How we Deal with Bullying at Oakwood.

We have a clear policy which is shared with parents, pupils and staff so that when incidents occur, they are dealt with clearly. We strive to create an environment that prevents bullying from being a serious problem in the first place. We have clear advice for pupils about what to do if they are being bullied or are worried about someone else.

Prevention

At Oakwood we work with the pupils to create a positive culture of respect. We are committed to providing a supportive, caring, safe and inclusive environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied or discriminated against.

For our Anti-Bullying Policy to be effective, it must raise awareness in pupils, staff and parents of what constitutes bullying. At Oakwood, awareness of bullying is fully embedded within our curriculum and school life. We take part in national strategies such as Anti-Bullying Week in November each year and include anti-bullying as a theme for one of our 'super learning days'. We regularly address anti-bullying in active tutorial time, weekly assemblies and enrichment. All pupils have discrete lessons on e-safety built into their ICT curriculum. We are a member of The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. All staff at Oakwood is familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. We look out for indicators and report any concerns.

SMSC

We work to prevent pupils from bullying and developing extreme and radical views by embedding **spiritual, moral, social** and **cultural** principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain

interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Intervention

At Oakwood we apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important that we consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves or to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice-based language is unacceptable. Oakwood is a telling school. All pupils are advised to tell a trusted adult in school or at home so that the matter can be dealt with. They can alternatively record their concerns on paper and post in the box labelled 'Pupil Voice' in the SLT corridor.

Procedures for Dealing with Incidents of Bullying.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded in Behaviour Watch.
- The incident will be recorded on a record of bullying or racism form. This will include clear strategies put in place to reduce further risk. These will be sent to the Local Authority at the end of each academic year.
- Incidents of bullying are reported half termly to the Senior Leadership Team and Governors.
- Pupils involved will be interviewed by appropriate staff. This may be the learning mentor or someone with whom the child has a trusting relationship.
- Parents of all pupils involved will be informed.
- All staff will be informed and advised of strategies as set out on the bullying or racism form.
- Pupils who have bullied will incur an appropriate sanction. These could include; **loss of break times to reflect, a behaviour tracker, reporting to Head of Year at regular**

intervals, a specific seating plan in the classroom and the canteen, withdrawal from class.

- Restorative justice may take place between children involved in bullying as a positive intervention.
- We work with our community support police officers when bullying is particularly serious or persistent and where a criminal offence may have been committed.

A Graduated Response – Staff Roles and Responsibilities

Class Teachers and Supporting Staff

- To deal with bullying behaviours in the first instance unless they are serious incidents.
- To take account of the developmental needs of the individual and adopt a range of good classroom management skills to promote and facilitate positive behaviour e.g. differentiation, seating arrangements, directed support, verbal reminders/prompts.
- To facilitate sanctions as a result of negative bullying behaviour e.g. supported relocation to work, loss of break time, after school detention.

Form Tutors

- To monitor all types of behaviour on a daily basis following the tracking system.
- To check that incidents of bullying are recorded in Behaviour Watch and have been dealt with.
- To support staff in arranging and facilitating loss of break times and detentions where necessary.
- To look for patterns of bullying behaviour in Behaviour Watch which may suggest additional support or interventions are needed for a particular subject or time of day.
- To prompt a behaviour plan and gather information to write a behaviour profile.
- To write a long- or short-term behaviour plans.
- To arrange short term solutions such as supported alternative timetable arrangements.
- To liaise with parents and carers to keep them informed of bullying behaviour issues and strategies.
- To liaise with class teachers and the Heads of Year to improve behaviour.

Heads of Year

- To meet regularly with form tutors to monitor behaviour within their department.

- To support the class teachers and form tutors in arranging and facilitating strategies to improve behaviour.
- To liaise with the Learning Mentors, Inclusion Manager and SLT to arrange and implement long term interventions resulting from a behaviour plan such as alternative timetable arrangements, extra support, external placements etc.
- To arrange meetings with parents to discuss concerns about a student's behaviour and work with them collaboratively on ways to improve it.
- To meet regularly with the Inclusion Manager to report behaviour issues within their year group.
- To provide information for planning meetings with other pastoral staff to bring issues of concern which may need input from external professionals.

Inclusion Manager

- To meet regularly with Heads of Year to monitor behaviour in each department.
- To offer advice and support to all staff on behaviour as needed including facilitating strategies.
- To collate and analyse whole school data on bullying and behaviour and make plans to improve it.
- To oversee behaviour profiles and plans to ensure that they are working documents which are reviewed regularly.
- To work closely with the Inclusion Team to implement the most appropriate interventions for individuals.

Pupil Concerns

Pupils may have concerns relating to bullying or know someone who is a victim of bullying. Staff need to reassure pupils (in form time, assemblies, newsletters etc) and explain to them that 'we are a telling school' to encourage them to speak to a member/s of staff about their concerns. There is a pupil voice box outside the SLT offices where bullying concerns can be posted. (Any Child Protection concerns please refer to: DSLs Mrs L Southwood and Mr Jones or DDSL Mrs Campbell).

The School Council

Members of the School Council have an important role to play when addressing bullying issues that are discussed (as necessary) at the School Council.

Parents/Carers Concerns

Oakwood takes seriously bullying issues and will deal with any complaints as quickly as possible. If parents/carers are not satisfied they can request a copy of the complaint's procedure. Please note that parents/carers are expected to support the school in its efforts to prevent and address bullying and use the procedures that are in place.

Signs to watch for if you think a child may be being bullied

You may be unsure if a child is involved in a bullying incident. He or she could be acting as a bully, being bullied or upset because they have seen others behaving badly. If you suspect that a child is involved in bullying then look out for these signs:

- bruises/broken or missing possessions
- becoming withdrawn – not talking, or spending more time alone
- changes in eating habits
- changes in behaviour – becoming aggressive at home
- tired looking /attendance issues
- complaining of headaches or stomach aches
- worrying about going to school
- suddenly doing less well at school

Further Sources of Information Useful for Staff and Parents

Other departmental advice:

- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and young people who are bullied: advice for schools
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Legislative Links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010 Power to tackle poor behaviour outside school. The Equality Act 2010

Specialist Organisations

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be

accessed here http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/.

- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying - sites

- Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

From DfE, Keeping children safe in education: September 2023

Oakwood Academy believes it is very important that all the Safeguarding Policies are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

More Information Visit: NSPCC.org.uk: TES & NSPCC safeguarding: GOV.UK keeping children safe

List Of Safeguarding/Child Protection Issues

Child missing from education: child missing from home care: child sexual/criminal exploitation (CSE/CCE): bullying including cyber bullying: domestic violence: drugs: fabricated or induced illness: Child Abuse linked to faith : fem& Beliefs female genital mutilation (FGM): forced marriage: gangs with youth violence: gender based violence against women and girls (VAWG): mental health: private fostering: preventing radicalisation: sexting: teenage relationship abuse: trafficking

Connecting Policies For Safeguarding Purpose

(situated on the Oakwood website) www.oakwoodacademy.co.uk

If you are worried about a child or young person (in relation to issues listed Above) or have any concerns or questions regarding Child Protection refer to the Designated Safeguarding Lead (DSL) Mrs Lisa Southwood or, in their absence Deputy DSL Mrs Michelle Navin.

The Safeguarding Policies are up-dated annually or as necessary depending on new statutory guidance or legislation.

THE GOVERNORS AGREEMENT TO POLICY

Signed (Chair of Governors) ..... Date .....