Olive Academies Independent School
OA-North View
Behaviour and Relationships Policy

Document control table	
Title	Behaviour and Relationships Policy
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Updates/revisions included since previous version:	This policy has been further aligned to the Independent School Standards
To note: This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration.	

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1. Introduction and Aims

OA-North View aims to provide all pupils with the best possible standards of education. We want our School to be a centre of excellence where our pupils can thrive, learn and achieve their best. We offer flexible, personalised programmes and a wide range of positive experiences, so that our pupils can develop the confidence to believe in themselves and make positive choices for their futures.

The aim of this policy is to provide a well-managed, calm, happy and safe environment for effective teaching and learning. It also aims to promote consistency and continuity in matters of classroom practice, general good behaviour around the school and to provide a sound foundation for the OA-North View's efforts to raise pupil achievement.

We believe all our pupils have the ability and the right to learn and achieve. We support success by encouraging our young people to 'Dare to be Olive'.



Pupils are positively encouraged to be ready to learn, be respectful and be safe whilst at school. Pupils are awarded Olive character points for adhering to the 'Dare to be Olive' expectations of behaviour during the school day. Parents/ carers are regularly updated about their child's behaviour achievements.

We want our school to be an environment which is safe, supportive and free from intimidation. We actively promote a culture of awareness, tolerance and inclusion where all forms of bullying are unacceptable. See the OA-North View's Anti-bullying Policy for further advice and information on our school website.

This policy provides simple and practical guidance for staff, pupils and pupils, parents/carers which:

- explains the roles and responsibilities of all in the school community
- provides strategies and guidance for supporting positive behaviour and character
- allows behaviour to be taught through positive interventions
- promotes self-esteem and self-discipline, and taking responsibility for one's own actions
- clearly defines expectations and outlines processes for upholding these expectations
- sets out how the school addresses some specific incidents of misconduct

2. Legislation, statutory requirements and Department for Education (DfE) guidance

This policy has due regard to the following legislation and guidance:

- Keeping Children Safe in Education
- Guidance on sexual harassment and violence in Schools
- Behaviour and discipline in Schools
- DfE (2024) 'Behaviour in Schools: Advice for Headteachers and School staff'
- Searching, screening and confiscation at School
- The Equality Act 2010
- Education Act 1996
- Restrictive interventions, including use of reasonable force, in schools
- Supporting pupils with medical conditions at School
- Mobile phones in Schools guidance
- DfE (2018) 'Mental health and behaviour in Schools'
- A guide for parents on School Behaviour and exclusions
- Special educational needs and disability (SEND) code of practice.

In addition, this policy complies with:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that Schools should publish their behaviour policy and anti-bullying strategy online; and

3. Definitions

The school defines the level of behaviour on whether it has the potential to cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Sexual harassment and sexual violence -** behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Child on child abuse –** behaviour by a child towards another child, of any age, which could be physical, online or during intimate personal relationships.
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance, irritation or distress.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- **Criminal behaviour** – actions or conduct which violate the law and could be harmful, threatening or disruptive.

4. Roles and responsibilities

Olive Academies Independent Schools Board (OAISB)

The OAISB are accountable for:

- Monitoring the effectiveness of this behaviour policy across the trust and holding the executive leaders to account for its implementation.
- Ensuring statutory guidance for behaviour and wellbeing are adhered to and are in line with the school's ethos and values

The OAISB will receive regular reports on behaviour at its meetings and will support the Head of School on the implementation of this policy by:

- Supporting and providing challenge on the school's approach to wellbeing including behaviour
- Meeting with pupils as appropriate to celebrate achievements and discuss challenges in relation to behaviour

The Executive Headteacher

The executive Headteacher should have oversight of the implementation of the policy. They should support the Head of School in decision making about behaviour, discuss any significant incidents.

approve proposed suspensions of 5 days or more and ensure that the Head of School reporting to the OAISB is comprehensive and accurate.

The Head of School

The Head of School should work with all in the school community to ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure that the school's approach to behaviour management is applied consistently.

All staff

It is the responsibility of **all** staff to act as positive role models for the young people they work with. All staff should follow the staff code of conduct when working with pupils within the school.

More specifically, they should:

- help ensure that all pupils, regardless of race, class, gender, sexuality or special educational needs, have fair and consistent treatment, which promotes positive attitudes and behaviour, and where pupils recognise that bullying of any form will not be tolerated
- encourage pupils to reflect on their own behaviour and the ways in which it helps or hinders their own development as responsible individuals and community members and as effective learners
- set high standards and clear, consistent expectations, following the policy guidelines on daring to 'be Olive' and use the guidelines in the way they communicate with pupils so that the expectations and practice become more embedded within the learning environment
- strive to create a calm, happy and safe classroom environment for effective teaching and learning, providing clear and regular feedback to pupils, endorsing appropriate behaviour through the **'Dare to be Olive'** character and consequences reporting system
- follow school guidelines around the routines of the day including meet and greet, the start and end of lessons, breaktimes, lunchtimes, end of the school day, off site visits and reporting and recording
- follow this **behaviour policy** and procedures when the behaviour of pupils is inappropriate

To support staff in using this policy a variety of visual materials are available within the school. These include posters, postcards, leaflets and in most cases, access to the Arbor reporting system within each classroom.

Teaching and Learning Staff

All staff involved in planning learning and teaching should plan for and promote positive behaviour. Style, pace and relevance of work are key elements in encouraging positive behaviour and it is useful to review the curriculum and to discuss teaching and learning strategies with colleagues when there are concerns about pupils' behaviour in lessons.

Teaching and learning staff should:

- use all data and information available to ensure teaching is individualised and appropriate to meet the needs of the pupils, this includes safeguarding and contextual information, details from the needs analysis conducted during pupil induction and SEND information
- take on board teaching and learning strategies shared in CPD
- share resources with colleagues in the school and other schools where appropriate
- use approaches outlined in this policy including the strategies outlined in the universal offer, 'Dare to be Olive' language and character points and consequences when responding to pupil behaviour
- use School routines and procedures for reporting and recording on Arbor and CPOMs, using other tools such as behaviour blueprints and seating plans and issuing rewards.
- use School guidelines for contacting parents/carers and updating other key staff.

The Class Teacher

The class teacher has a key role in that they have oversight of a pupil's progress, attendance and behaviour patterns. It is important that this knowledge is drawn on and that they retain a central role in any contact with parents. They should:

- use data to inform discussions with parents/carers
- monitor and evaluate the information regarding each pupil's character and consequences to inform discussions with pupils and their parents/carers
- contact the pupil's parents/ carers in line with the school's guidelines including calls being recorded on Arbor
- refer concerns to the senior leader responsible for personal development, attendance, behaviour, SEND or Safeguarding in the School who will work with the class teacher to find ways to support the pupil or identify other agencies who may be relevant to engage with to provide additional specialist support
- meet with parents/carers at regular consultation meetings, set pupils targets and review them and complete School documentation including those relating to phased integration plans.

Parents/Carers

All parents, carers, and pupils are informed about the school's approach to encouraging positive behaviour when they arrive at the school and are asked to sign to confirm their acceptance of these expectations as part of the induction process.

Parents and carers are expected to:

- support their child in adhering to the school's values and the 'Dare to be Olive' approaches discussed during their child's induction
- support the school policies and guidelines for behaviour, including wearing uniform
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any of their own concerns about their child's behaviour with the school promptly
- attend meetings to discuss their child's personal development, behaviour and attitudes
- respond to emails, texts or phone calls when School staff make contact to discuss their child's progress.

Pupils

Pupils are expected to adhere to the school's values and the 'Dare to be Olive' approaches discussed during their induction. For example:

Be prepared to learn	**Be respectful**	**Be safe**
• Be on time • Hand in my mobile phone • Dress in School uniform • Strive to achieve character points • Ask for help when you need it	• Listen to others and communicate using appropriate language • Respect the School environment • Look after others in our school community	• Be at the right place at the right time • Follow expectations in the daily meet and greet • Stay on the School site unless you have been given permission to leave • No smoking or vaping on site or bringing smoking related materials on site • Follow health and safety rules during lessons and breaks • Look after buildings and displays • Conduct yourself in a way that does not cause harm to you or others.

5. Staff Induction and training

The focus of staff induction and training is on keeping both staff and pupils safe. All new staff will follow an induction programme including information about policies relating to behaviour, attendance and safeguarding and the school's expectations and routines. New staff will, also receive training on the needs of the pupils on roll, the impact SEND and mental health needs can have on behaviour and the proper use of restrictive intervention. Staff will have access to key information about pupils including key information on Arbor. Staff will be informed how to ask for assistance if they are struggling to implement key routines, meet pupils' needs or build positive relationships with pupils.

The school will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs, the use of safety plans and risk assessments All staff including new staff will be provided with this training as part of the annual CPD calendar. Staff may also receive individual coaching and support to enable behaviour to be managed positively, if required. Staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake relevant training or qualifications.

The school will review staff training needs and update the CPD calendar on a regular basis, and in response to any serious or persistent behaviour issues disrupting the running of the school. Staff voice will be considered when the school plans its CPD calendar and develops and refines its behaviour routines and procedures.

6. Positive behaviour management and inclusion

OA believes that the views of young people and their families are critical to effective positive behaviour management and inclusion. Therefore, young people and their parents/ carers are encouraged to participate fully in the co-production and reviewing of provision.

a) Pupil induction and needs analysis

All pupils admitted to OA-North View have identified SEND and an Education Health and Care Plan (EHCP).

On admission to OA-North View, each parent/carer and their child meets with School staff to start an induction programme and it is hoped that they will share information that will help the school understand their needs. Parents/carers and the pupil will be informed about our guidelines on behaviour and our approach. All are asked to sign the home-School agreement to show they have understood this.

Prior to admission and upon entry, the school reviews all available information, including:

- The EHCP and associated professional reports
- Educational Psychology advice
- Speech and Language Therapy reports
- Occupational Therapy reports
- Previous School records and attainment information
- Attendance, behaviour and exclusion data
- Safeguarding information
- Information provided by parents, carers and the placing local authority

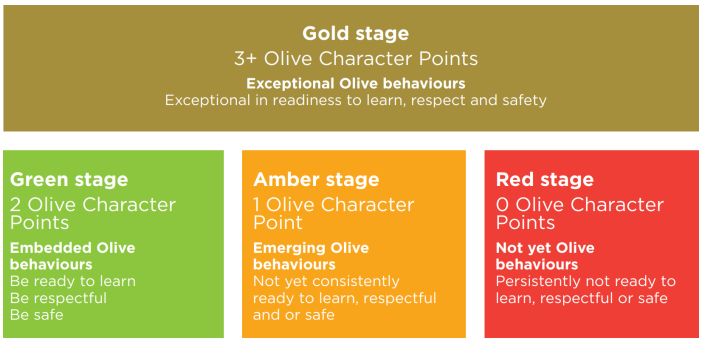
Baseline assessments are undertaken, where appropriate, to establish:

- Academic attainment
- Social, emotional and mental health needs
- Engagement with learning and readiness to access the curriculum

Comprehensive needs analysis is used to plan provision to meet the needs of the pupils and inform the contents of staff CPD if required.

b) Olive character points

The 'Dare to be Olive' approach to behaviour is based on the notion of character points and consequences. The core principle of our approach is that all pupils start on green at every lesson, thereby giving them regular opportunities to reset their behaviour and approach learning in a more positive manner. Character points are allocated as follows:



Character points are recorded on Arbor at the end of every lesson, and pupils have a visual reminder of what stage they are at during the lesson. At various points during the day/week/term, there are opportunities to celebrate character points in different ways, including: public acknowledgement in assemblies; phone calls home or a special activity.

c) SEND and SEMH

All pupils admitted to OA-North View have identified SEND and an Education Health and Care Plan (EHCP). It is also the case that many pupils prior to joining OA-North View have had multiple Adverse Childhood Experiences (ACEs) and traumas that have affected their social emotional and mental health. To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils learn to manage themselves.

All staff are aware of how potentially traumatic some experiences can be, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. Staff will also receive training as required.

An inclusive curriculum is broadly structured in terms of a universal, targeted and specialist offer (as outlined below). The school completes a detailed needs analysis of pupils' needs and this is used to provide a personalised approach to meeting a pupil's needs and enabling them to regulate and manage themselves.

The school has a staff who have specialist training in SEND, trauma informed practice and mental health needs and can access additional specialists in attendance, behaviour, safeguarding and SEND and a range of external agencies focused on young people and their needs.

In responding to pupils' behaviour, we will consider them in relation to a pupil's SEND and take our legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- For a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour, and put in place support to prevent these from occurring. Any preventative measure will consider the specific circumstances and needs of the pupil concerned.

d) Inclusive behaviour curriculum

The inclusive behaviour curriculum is planned to meet the needs of the pupils and includes a range of the provision outlined in the following sections: universal (provided for all pupils), targeted (provided for small groups and individuals) and specialist (usually for specific individuals). There is an overlap between the contents of the 3 sections and the information included is not exclusive or exhaustive because there is ongoing development of the curriculum offer.

Universal

Routines in the school day	**Curriculum offer**
Meet and greet process and other routines before formal start of the day Breakfast offer Wellbeing check ins at the start of the day End of day routines, acknowledgement - reflect, restore acknowledge Lunch offer, activities and safe spaces Coaching activities On call system and support for staff and pupils	Suitable broad curriculum offer – core subjects, ODL, external providers, PSHE Trips and visits Drop down days Careers guidance Clubs and interest groups e.g. gardening, football, boxing, dance, DoE Rewards, celebrations, trips Community activities
Systems and processes	**Spaces and places**
Induction needs analysis SEND passports Half termly parent consultation meetings Behaviour curriculum (therapeutic thinking, zones of regulation) Safety plans (risk assessments) Attendance actions Cohort meetings/ LAMBSS, BACs etc Parental engagement	Reflection and sensory spaces Bridge space – intervention space planned and unplanned, targeted support, 1:1 mentoring reflective and reactive Outside and other spaces - areas – garden spaces, gym areas, library Offsite activities and facilities

Targeted (internal resources) in addition to the universal offer

School systems and processes	**Programmes for small groups or individuals**	**Links to external specialists**

SEND support Return from suspension plans and phased integration plans Attendance actions including strategies for hard-to-reach families	Emotional regulation support e.g. Zones of Regulation Mini-PATH Therapy dog Lego therapy Social stories Music and Art therapy Therapeutic rooms e.g. sensory spaces, Reading/ literacy programmes Responsive PSHE e.g. Bullying workshop 1:1 mentoring (reflective and reactive)	School counsellor Pears family work Bereavement – Winston's Wish Charities e.g. Brook services EP provides training SALT provides training

Specialist (usually external resources)

Referrals to therapists/counsellors, EP, Social Care, drugs services, CAMHS, Speech and Language, EWO, School nurse.
Supporting the work of professionals outside of education e.g. Police, Youth Offending services, GP.

e) Phased integration plans (part-time timetables)

All pupils are entitled to a full-time education. In exceptional circumstances a Phased Integration Plan (PIP) may be considered. A PIP is where any pupil is receiving less than full-time education, and could be put in place for the following reasons to meet the pupil's individual needs:

- A pupil who needs focused interventions to support their access to learning
- To support a risk assessment where a pupil is identified to be at risk to themselves or others
- A medical reason, with sufficient medical evidence, to state a pupil is unfit for full-time education

A PIP should only be in place for the shortest time necessary and not be treated as a long-term solution. The school's procedures for the management of PIPs will be followed.

f) Post 16 transition

Most pupils move on to post-16 settings at the end of year 11 and every effort is made to ensure that there are relatively few young people not in education, employment or training (NEETs). The school has a planned careers programme for all pupils and a programme to support year 11 pupils in their transition to a suitable post-16 setting. This programme will include college visits, visits to/from employers and work experience where it can be arranged. School staff will share detailed information with post-16 settings to enable pupils to start suitable courses and have their needs met. Links with also be made with local authority careers services where they are available.

7. Responding to behaviour

a) Levels of behaviour and consequences

When applying a consequence to a behaviour, staff should consider the context and the individual needs of the child. On balance, judgements should be reasonable, fair and proportionate.

Level	Risk	Examples	Typical consequence (cumulative)
1	**Minimal risk** behaviours which may only occur once. These behaviours may disrupt learning but do not cause harm to self or others. The behaviour does not damage the facilities or resources.	• Incorrect uniform • Indirect inappropriate language • Not following instructions • Non-engagement with learning	• Spoken to by staff involved • Parent/carers informed • Universal intervention
2	**Low risk** behaviours which occur on a regular basis. This is disruptive and has the potential to cause harm to self or others. The behaviour could bring minimal damage to the facilities or resources.	• Leaving the classroom without permission • Misuse of classroom equipment • Direct inappropriate comments • Preventing others from learning	• Spoken to by staff involved • Referred to a coach/tutor • Parent/carer meeting • Universal intervention
3	**Medium risk** behaviours which cause moderate harm to self or others. The behaviour could bring moderate damage to the facilities or resources.	• Verbal or physical aggression • Moderate damage to property • Vaping/Smoking • Bullying	• Targeted intervention • Restorative justice • Charges for costs of damage • Reported on CPOMS
4	**High risk** behaviours which cause serious harm to self or others. The behaviour could bring significant damage to the facilities or resources.	• Discriminatory behaviour • Absconding • Physical assault • Significant damage to property • Tampering with fire systems (detectors/alarms/extinguishers)	• Specialist intervention • Reintegration programme • Referred to the safeguarding team for a safety plan review • Suspension
5	**Extreme risk** behaviours which cause major harm or could have severely harmful consequences to self or others. The behaviour could bring considerable damage to the facilities or resources.	• Malicious allegations • Serious harm to the education or welfare of others • Sexual Violence or Sexual Harassment • Use, or threatened use of an offensive weapon • Arson	• Specialist placement • Professional involvement e.g. Healthcare or Police • Reintegration strategy • Suspension or permanent exclusion

b) Floor support, reporting and recording

There is always a member of staff on call and this member of staff will have a radio. They are expected to be a visible presence whilst on call. Their role at this time is to support pupils with their movement around the building and to be alert to any staff that may need support with specific pupil/s. This member of staff can call for support from the SLT if needed and all behaviour will be reported and recorded according to this policy and followed up appropriately.

All staff are expected to record incidents from Level 1 to Level 5 on Arbor in line with the school's expectations. Incidents are discussed in the daily debrief led by a member of the senior leadership team. Staff receive guidance about the incident reporting process and actions taken on a regular basis. The data on Arbor is used to inform decisions about interventions and outcomes.

c) Pupils with SEND

We recognise that all pupils in our School have a SEND need. We consider individual needs when planning provision as outlined in section 6 and when considering how we respond to behaviour and make decisions about consequences. Any consequence will relate to the level of risk as outlined in section 6a, the individual pupil's needs and the wider context and impact. If a School has a significant concern about the behaviour of a pupil with an EHCP it will contact the local authority to discuss the matter. If appropriate, the school may request an early annual review of the EHCP.

d) Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

When considering whether a suspension is a suitable consequence or the length of a suspension the Head of School will consider the safety of the pupil.

Please refer to our child protection and safeguarding policy for more information and the suspensions and behaviour policy.

e) Specific types of behaviour:

i. Mobile phones and online safety

To mitigate the risk of distraction, disruption, bullying and abuse, pupils are not permitted to use mobile phones in School. This includes at offsite activity and travel on the school's minibus. It is an expectation that all pupils will hand over their mobile phone during the meet and greet process. All mobile phones are stored securely and returned upon exit. Further information regarding the meet and greet process can be found in the OA Searching, screening and confiscation policy.

If a pupil is required to have access to their mobile phone for medical or personal reasons, the case will be reviewed, and appropriate action will be taken to adjust and adapt the usability of a device where required. See Mobile Phone policy.

ii. Online behaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil or staff member
- It could have repercussions for the orderly running of the school
- It brings the reputation of the school into disrepute
- The behaviour is suspected as criminal

iii. Bullying

All staff are committed to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying). Discrimination or unfair treatment towards specific attributes under the Equality Act 2010 will not be tolerated.

A range of strategies are available to combat bullying. These include but are not limited to; restorative justice, peer coaching, teaching social skills and modelling behaviours that promote respectful behaviours. Reported bullying incidents will be reviewed to ascertain if they are substantiated or unsubstantiated. OA-North View Anti - Bullying Policy

iv. Sexual harassment and sexual violence

OA -North View has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening. All staff will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Responses by leaders will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Safeguarding teams should carry out risk assessments, where appropriate, to help determine whether to manage the incident internally or report to externally agencies including the police. Please refer to OA-NoV child protection and safeguarding policy for more information

v. Offsite behaviour

Consequences will be applied where a pupil has behaved inappropriately off-site when representing the school. This means when the pupil is taking part in any School-organised or School-related activity (e.g. School trips) and travelling to or from School.

Consequences will be considered when inappropriate behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, staff or member of the public.

- Could adversely affect the reputation of the school

vi. Vaping, smoking and controlled substances

Vaping, smoking and controlled substances are not permitted at school. This includes when pupils are taking part in offsite activity and travelling on the school's minibus. If a pupil arrives at school with any cigarettes, vapes or smoking paraphernalia, it is expected that they will hand over any items as part of the meet and greet process. Items will not be returned; staff will retain or dispose of any items as appropriate informing the police if necessary. See Searching, Screening and Confiscation policy.

vii. Suspected criminal behaviour

If a pupil commits a criminal act that we become aware of, we will involve the police. This could include if there was considerable damage to school property and resources. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside the school. If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Head of School will make the report.

viii. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. The decision on how to proceed will be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by pupils. The pupil found to have made a malicious allegation should be offered confidentiality and may (according to the circumstances) be:

- offered support and/or counselling to help identify the reasons why they made the allegation.
- suspended
- referred for criminal proceedings.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to OA-NoV child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

ix. Suspensions and permanent exclusions (incl. supporting pupils following suspension)

As a specialist SEMH independent school, we aspire to have zero suspensions and permanent exclusions but for the safety of all pupils and staff, we must reserve the right, as set out in the national guidance to reluctantly suspend or exclude pupils on occasions. Our aim is to ensure that every alternative is considered before the decision to suspend on a fixed term basis is made or to permanently exclude a pupil.

A decision to suspend or permanently exclude a pupil can only be made by the Head of School, or in their absence, by a deputy Head of School. This decision will be taken in consultation with the executive Headteacher. The decision will be made considering the needs and vulnerabilities of the pupil concerned. Example circumstances of when suspension might be used include:

- assault on a pupil or adult
- arson
- drug taking or supply
- use or intended use of a weapon
- abusive incident where there is a clear victim (Racist, Homophobic, Sexist etc);
- harmful sexual behaviour
- systematic bullying
- damage to School premises
- persistent refusal to comply with instructions.

The Head of School reserves the right to use suspension for other behaviours in exceptional circumstances as needed.

The school follows a standard process around reintegration from suspension whereby the lead for behaviour or SLT member within the school contacts the parent/carer immediately following a suspension to invite them to discuss the suspension and invite them to a return from exclusion meeting. An appropriate member of staff appointed by the Head of School meets with the pupil and parent/carer, if possible, as soon as they return on site. A pupil's return will not be delayed if a parent/carer cannot attend the return from suspension meeting. In the event that a parent/carer cannot attend, the pupil will meet with the member of staff independently, in order to access the curriculum without delay.

x. Searching, screening and confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- drug paraphernalia
- stolen items
- tobacco and cigarette papers, vapes and smoking paraphernalia
- fireworks
- pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence; or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head of School and authorised staff can also search for any item banned by the school which has been identified in its rules as an item which may be searched for – this includes mobile devices. We will also confiscate any item which is harmful or detrimental to school discipline.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

xi. Restrictive Intervention and de-escalation

The OAISB has a duty to ensure the health, safety and wellbeing of everyone in the school. Restrictive intervention will only be considered after reasonable and appropriate de-escalation strategies have been attempted unless an immediate risk of harm makes this impracticable.

In limited circumstances, staff may use reasonable force to restrain a pupil to prevent them:

seriously prejudicing the maintenance of good order, discipline, or the safety of others

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hurting themselves or others

damaging property

Physical intervention must:

- **always** be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents.

Please refer to OA-North View's Restrictive Intervention and De-escalation Policy for more detail on this.

xii. Charges for costs of damage to School property

As outlined in our Charging and Remissions policy, we will not hesitate to charge pupils and their families for the cost of repairing School property and items in cases of deliberate damage.

8. Incident management and allegations against a member of staff

In rare instances where management of a behaviour incident results in an allegation against a member of staff from a pupil, a pupil's parent/carer or another member of staff, the OAISB expects the Executive Headteacher and Head of School to follow the guidance set out in the incident toolkit.

9. Monitoring arrangements

a. Monitoring and evaluating behaviour data

Each School will collect data on the following:

- Behavioural incidents
- Attendance and PIPs
- Suspensions and permanent exclusions
- Use of pupil alternative provision and work experience
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils and other stakeholders including parents/ carers (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At School level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

b. Monitoring the policy

The Olive Academies Independent Schools Board (OAISB) holds strategic accountability for pupil outcomes across the school. To fulfil this role, the OAISB will receive regular reports on the implementation and effectiveness of this policy, including how it is operating in practice. This monitoring will include oversight of behaviour trends and their impact on learning and pupil outcomes, as reported through Head of School reports. The policy will be reviewed annually to

ensure it remains effective, compliant with statutory guidance and responsive to the needs of pupils and staff.

10.Links to other policies

- Anti-Bullying policy
- Restrictive Intervention and de-escalation policy
- Complaints policy
- Safeguarding and child protection policies
- Online Safety and acceptable use agreements
- Curriculum Policy
- PSHE Policy
- RSE and Health Policy
- Searching Screening and Confiscation policy

Statutory policies are published on our website

Internal policies and procedures for School staff are available on the intranet.