

BEHAVIOUR & ATTITUDES AT MELKSHAM OAK

Procedures & Processes

September 2025

Section 1: Uniform and Equipment

1.1 Uniform

School uniform encourages a sense of pride, belonging and loyalty to the community of which all students are members. Students are expected to adhere to our uniform expectations at all times, including on their journey to and from the school.

Students are expected to attempt to rectify any uniform infringements before the start of the school day via the Uniform room. Members of the pastoral team are always available to help, and the school will endeavour to lend spare uniform where possible. In instances where students proactively seek to resolve their uniform infringement before the start of the day, they will not be sanctioned. Where students do not seek to rectify the uniform infringement before the start of the school day, or for persistent daily issues they do not attempt to properly resolve, they will be issued with a detention.

When a student is not dressed in the full uniform or does not have the expected appearance, they will not be permitted to attend lessons. In such cases, and if parents can be contacted and informed, students will be sent home to change or alternatively will undertake supervised work within the Refocus Room until the infringement can be rectified.

Uniform is checked as students enter the school and at the start and end of every lesson.

If in any doubt about the details of the uniform policy, and to save time and anguish, parents should contact the school. It is better to check with a member of staff than to rely on assurances from students, as these are sometimes incorrect.

Detailed guidance about uniform expectations can be found on the school's website. The following general points about uniform must be observed:

- Coats are allowed to be worn when moving around the school site, as well as on route to and from the school. However, they must be removed when entering a classroom.
- Shirts must be tucked in at all times. Top buttons must always be fastened
- Jumpers must be a school jumper and is expected to be worn at all times, unless directed by a member of staff
- Ties must be worn with a neat knot covering the top button and with a minimum of five stripes on show
- Skirts must be of a professional length and not shortened by being rolled up at the waist
- Belts should be black and functional. They should have no oversized buckles, clasps, studs, or trimmings
- Shoes must be smart, black and polishable. Trainers and boots are not allowed
- Baseball caps, non-uniform jumpers and hoodies are banned items. They must not be brought onto the school site, nor should they be worn on the way to or from school. If they are seen, they will be confiscated (see confiscation of property for more information)
- No jewellery is permitted, with the exception of a watch and/or a pair of small stud earrings
- Only badges issued by the school may be worn
- Individual fashion statements or overly styled haircuts are not permitted, including an overall haircut that is less than a grade 2. Hair may not be anything other than a natural colour. Braids are allowed but must be indistinguishable from the hair colour

1.2 Equipment

Every student must have the following equipment with them every day:

- A reading book (KS3 students only)
- A scientific calculator
- A transparent pencil case containing:
 - Two black pens
 - One purple pen
 - a pencil
 - a ruler
 - a rubber
 - a highlighter

Students are expected to attempt to resolve any equipment infringements before the start of the school day. Students are able to purchase any missing items of stationery before school. Equipment checks are conducted during tutor time every day and students will be issued with a detention if they haven't resolved missing equipment by that time.

1.3 Banned items

The school has the legal power to confiscate any items that it has banned. The rules on confiscation are applied without exception. High value objects such as mobile phones and electronic devices will be kept in a secure place until the end of the confiscation period.

All other confiscated items will be retained until the end of the confiscation period. This initially is for the remainder of the week, but can be extended for persistent offences. The school will not accept any liability for any claim arising from theft, accidental loss or damage to personal effects, money, belongings, or clothing whilst on the premises, even if lost after being confiscated by the school.

The following items are banned at the school:

• Mobile phones* • High value items and electronic items (MP3 players, air pods or headphones, iPods or similar) • All non-uniform items of clothing, including: - Hoodies and non-school jumpers - Baseball caps - Jewellery (with the exception of a watch and a pair of small stud earrings) • Fizzy drinks and 'energy' drinks • Large quantities of confectionery beyond that which a student could reasonably consume on their own in a day • Chewing gum	• Glass bottles and containers • Toys, laser pens etc. • Aerosols or sprays • Fireworks, bangers, firecrackers, etc. • Drugs, tobacco, or alcohol, including any related paraphernalia • Vaping equipment • Pointed objects/blades • Scissors • Any item that is deemed by the Leadership Team to disrupt learning • Any item deemed to be a weapon • Any other item/substance that is prohibited by law
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Bringing any banned item onto school premises will result in immediate confiscation and may lead to a more serious sanction, such as suspension or even permanent exclusion, depending on the nature of the item. Refusal to hand over a banned item will result in being sent to Refocus, or a more serious sanction, dependent on the nature of the item.

*Mobile Phones

Mobile phones and smart watches are not permitted to be used by students in years 7 to 11 at any time whilst on school site. Students should place their phone at the bottom of their bags before entering school. If a mobile phone is seen or heard at any time on the school site, it will be confiscated. Students may collect this at the end of the school day. If a student has a mobile phone confiscated on more than one occasion, the phone may be retained until a parent comes to school to collect it.

Sixth Form students may use mobile phones in designated areas, - but should not use them in public spaces. Under no circumstances should any student use a mobile phone to take photographs or to make audio or video recordings.

Section 2: Expectations of student conduct

2.1 Conduct in the classroom

- If the teacher is not already at the classroom door to greet the class, students should line up outside the classroom in single file quietly. They should only enter the classroom when invited by the teacher
- Students should arrive on time for lessons and should greet their teacher courteously
- Students should begin removing coats and bags on arrival and taking equipment out of their school bag, ensuring that they are ready to take part in learning within a minute of entering the classroom
- Students should always listen to their teacher and follow instructions first time, every time. They should be sat in the 'FOCUS' position when the teacher is talking
- During the lesson, students should not leave the classroom without the teacher's permission.
- Students should speak using polite and positive language only
- At the end of the lesson, students should not pack away their belongings until asked to do so by the teacher
- Students should wait quietly behind their chair to be dismissed and should thank their teacher as they leave the room

2.2 Conduct around the school

- Students should move quietly and in a controlled and considerate way throughout the school
- Students should always walk on the left-hand side through corridors and on staircases
- Students should never run, push, barge, or shout. Swearing and slang language is not permitted
- Students should remain in supervised social spaces and should not enter areas that are off-limits
- Students should be ready to help others by opening doors, standing back to let adults pass and generally showing patience, good manners, and courtesy by following 'STEPS' at all time, adopting a warm, welcoming & friendly (WWF) style
- Students should move around the school individually or in small groups
- Students should always place any litter in the bins provided
- Students should respect school buildings, displays and property

2.3 Conduct in assembly

- Students should enter the hall in silence and sit waiting in silence
- Students should listen carefully to the speaker whilst sat in 'FOCUS'
- Students should celebrate the achievements of others in a formal and respectful manner
- Students should leave the assembly in silence when directed, and proceed directly to their next destination

2.4 Conduct at social times

- Students should be sensible, careful, and aware of other people in social areas
- Students should not take part in dangerous games or activities which could cause injury or endanger the health and safety of others, this includes any physical contact and play fighting.
- Gambling of any kind is strictly forbidden
- Students should not gather in large groups, as this may lead to boisterous conduct or may inadvertently intimidate other students
- Food should only be eaten in designated eating areas

2.5 Conduct in the dining hall

- Students should line up sensibly for lunch. There is to be no pushing into the lunch queue
- When everybody on the table has finished eating, students should ensure their area is clear of any mess. Trays and plates should be returned so that the table is left clean and tidy for the next person. Any leftovers, bottles, rubbish etc. should be placed in bins provided

2.6 Conduct at the start and the end of the school day

- Students should leave home and make their way directly to the school in the morning
- Students should arrive at the school in good time, allowing an adequate buffer for potential transport delays
- Students should head straight towards their tutor form rooms. Any students not in their tutor room on time (e.g., students still arriving at the gate or walking to their lines) will be classed as late
- Equipment and uniform checks will be conducted every day during Tutor Time
- Upon leaving the school, students should return straight home and change out of their uniforms

2.7 Conduct in the community

Students are the public face of the school – they should be our best advertisement. The local community will form an opinion of the school based partly on students' behaviour whilst wearing the school uniform. Students must therefore display exemplary conduct whenever they are:

- travelling to and from the school;
- wearing school uniform (including on trips and visits);
- representing the school in their own clothes; and
- otherwise, identifiable as a member of the school.

Guidance from the Department for Education (DFE-00023-2014) makes clear that academies have the right to discipline students for misbehaviour outside of school whenever the above conditions apply. Furthermore, academies may discipline students for misbehaviour at any time, whether or not the conditions above apply, if the behaviour:

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

Key members of the staff body will develop a relationship with the local police to enable sharing of information about students. Our Community Code of Conduct outlines the following expectations of students outside of school:

1. Students should wear the full school uniform with pride on the way to and from the school
2. Students should be mindful of the language that they use and the volume of their voices
3. Students should allow members of the public onto buses first and should give up their seat to the elderly or to those who need it
4. Students should respect the environment and not drop litter
5. Students should ride bicycles safely and sensibly. They should not ride them on public walkways
6. Students should not congregate in public areas before school. This includes in parks, outside shops or on estates. They should proceed directly from home to school before the school day
7. Students should not congregate in public areas after school. If they want to meet up with their friends, they should first return home and change out of the school uniform
8. Students should show normal respect to teachers when they see them outside of the school, saying "Good morning" or "Goodbye." They should follow any instructions, first time and without complaint

Any reports from members of the community will be investigated thoroughly. The school reserves the right to share photographs with specific members of the community to support positive behaviour in the local area.

Any student who displays poor conduct whilst identifiable as a member of the school community will be considered to have brought the school into disrepute. In such instances, the school will use the full range of disciplinary actions up to and including permanent exclusion.

2.8 Conduct with others

It is paramount that respect and consideration are shown to all other students and adults. There is no excuse for personal, insulting, and hurtful comments directed at anyone or members of their family. This includes cussing and swearing.

There must be no form of intimidation towards others. This includes bullying, extortion of money, etc.

There will be no excuse for rudeness, disrespect, or insolence towards any member of staff. This includes in a student or member of staff's gestures, body language etc.

Any request from any adult must be followed at once and without argument.

2.9 Conduct online

The school's IT facilities and associated internet access must be used responsibly.

Students may only use the school's IT facilities for academic work, revision, or research. The facilities must not be used for any other reason such as social networking, chat rooms or cyber-bullying.

Students must not attempt to contact school staff via social media.

Students must not use social media in or out of school in a way that brings themselves or the school into disrepute.

Any student that does not comply with the school's IT acceptable use agreement will have their IT access removed and face disciplinary sanctions.

2.10 Health and safety

The health and safety of all staff and students in the school is of paramount consideration. Health and safety is not just the responsibility of staff: everyone, including students, must play their part.

This means that students are expected to:

- exercise personal responsibility for their own safety and the safety of others;
- follow the school rules in a way that ensures consistency with safety;
- observe all safety regulations and any safety instructions given by staff;
- use (or not willingly misuse, damage or interfere with) things provided for safety (e.g., water hoses, fire extinguishers and fire alarms).
- report any potential hazard they see to a member of staff immediately (e.g., a broken window, liquid spilled on stairs, loose flooring, damaged fencing, or defects in electrical fittings).

No student is permitted to leave the school premises during the day without the written permission of an authorized member of staff.

Any student who endangers any other member of the school community by having any weapon (or any object which could be used as a weapon) will be subject to formal disciplinary sanctions up to and including permanent exclusion.

Any student who is found to be in possession of illegal drugs or any other illegal substance will be subject to formal disciplinary sanctions up to and including permanent exclusion.

Section 3: Rewards and sanctions

3.1 Points

The points system forms the cornerstone of the school's Behaviour Policy. It provides a simple and transparent way for students, parents, and teachers to evaluate how well students are conducting themselves. Students earn positive points for demonstrating outstanding learning, achievement, and character. Students earn negative points for displaying behaviour that detracts from learning or that runs counter to the school's culture. A student's points balance is the difference between their merits and demerits. In other words,

$$\text{Points (Net Points)} = \text{Merits} - \text{Demerits}$$

As students accrue more points, they pass through various reward levels and have their achievements recognised through letters home, certificates, invitations to the Headteacher's Breakfast and trips. If a student moves into negative points, they will move through the behaviour boundary system. This will trigger increasing levels of sanction, but it will also enable support to be put in place to try to stop the negative behaviour.

3.2 Rewards for good conduct

The school recognises that praise and reward are powerful motivational tools. All staff actively seek opportunities to praise and reward students for meeting the high expectations that we have of them. In class, we celebrate success and reward effort to foster a strong classroom culture. We reward students for displaying the following behaviours in our classrooms, across our school and within our community:

Positive action	Merits
Excellent LEARNing: Language and eloquence Explain your points Ask and answer questions Read with confidence Neat presentation	1 merit each time (Maximum of 3 merits per student per lesson)
Excellent classwork	1 merit
Excellent homework	1 merit
"Star of the lesson"- given by each teacher to one student in each lesson who demonstrated the best attitude to learning	2 merits
"Star of the week"- given by each teacher to one student each week who demonstrated the best attitude to learning	5 merits
"Headteacher's Wall"- fantastic examples of work, achievement or engagement that is celebrated across the school	10 merits

As students accumulate points, they will progress through reward levels and receive the following to celebrate their work:

Level	House Points	Reward
Reward Level 1	50 points	Postcard home from the tutor
Reward Level 2	100 points	- Bronze certificate in termly Achievement Assembly - Bronze lapel badge awarded
Reward Level 3	200 points	- Silver certificate in termly Achievement Assembly - Silver lapel badge awarded
Reward Level 4	300 points	- Gold certificate in termly Achievement Assembly - Gold lapel badge awarded - Invitation to attend a Headteacher's breakfast
Reward Level 5	500 points	- Platinum certificate in termly Achievement Assembly - Trophy awarded - Invitation to rewards trip / event

3.3 Sanctions for poor conduct

School staff act consistently (i.e., in accordance with policy), fairly and deliberately in their use of sanctions. Any staff member who is not sure how to proceed with a behaviour or disciplinary issue must seek support from their line manager. If their line manager cannot be found, advice must be sought from any member of the Leadership Team.

Any poor conduct, whether in class or around the school, incurs demerits. Demerits are awarded as follows:

When	Behaviour	Demerits	Logged by	Further Sanction(s)
Tutor Time	Late arrival at school	-1	Pastoral Team	Break Detention
	Late arrival at school for a third time in a half term	-5	Pastoral Team	Leadership Team Detention
	Incorrect uniform	-1	Pastoral Team	No sanction if corrected before school. Students will not attend lessons until in correct uniform, or with a uniform pass provided by the Hub (1 week maximum). Break detention if choice.
	Missing equipment	0	Tutor	
In class	Late to class	-1	Class teacher	Log the minutes late. Students receive an after-school detention every time they receive more than 3 late marks in a week. However, if they are more than 5 minutes late, they are sent to refocus for the remainder of the lesson and receive a 20 min ASD. If they are more than 10 minutes late they are sent to refocus for a minimum of 3 lessons and receive a 20 min ASD.
	First warning (Step 1)	0	n/a	Verbal warning – no log required
	Second warning (Step 2)	-1	Teacher	
	Removal from class (Step 3) (1 st time in a day)	-3	Teacher	Refocus Room until ready to return to lessons. School Detention at the end of the day.
	Removal from class (Step 3) (2 nd time in a day)	-5	Refocus Room Manager	Refocus Room for the remainder of the day, followed by Leadership Team Detention.
	Unsatisfactory classwork	-1	Class teacher	Break/Lunch Detention
	Failure to complete home learning, Tassomai or Sparxs.	-1	Class teacher	Break/Lunch Detention
	HL not submitted (after 24hr extension)	-2	Class teacher	School Detention
Any time	Uniform worn incorrectly (after correction)	-1	Any staff	Break Detention
	Chewing	-1	Any staff	Break Detention
	Littering	-1	Any staff	Break Detention
	Boisterous behaviour	-1	Any staff	Break Detention
	Use/sound of mobile phone/headphones	-1	Any staff	Mobile phone/headphones will be confiscated, school detention
	Out of bounds at social times	-1	Any staff	Break Detention
	Bringing in a banned item (non-dangerous)	-1	Any staff	Banned item will be confiscated. School Detention.
	Rudeness / Back-chat/swearing	-2	Any staff	Minimum of school detention. More serious matters could result in an escalated consequence at discretion of Headteacher

	Defiance / Walking away from staff	-5	Pastoral Team	Minimum of refocus for remainder of the school day with school detention- can escalate at discretion of Headteacher.
	Truancy (on or off-site)	-3	Pastoral Team	Refocus room for a minimum of three lessons, followed by school detention.
	Discriminatory language	-10	Any staff	Minimum of 1-day internal exclusion with Leadership Team Detention- can escalate at discretion of Headteacher
	Swearing at a member of staff	-20	Leadership team	Suspension (barring significant contextual circumstances)
	Physical altercation	-5 to -20	Pastoral Team	See separate guidance
	Unkind behaviour	-1	Pastoral Team	School Detention minimum
	Bullying	-10 to 20	Pastoral Team	At the discretion of the Headteacher, up to and including permanent exclusion. See separate guidance.
	Bringing the school into disrepute	-5 to -20	Pastoral Team	At the discretion of the Headteacher
	A serious breach of the school's behaviour policy	-5 to -20	Pastoral Team	At the discretion of the Headteacher, up to and including permanent exclusion.
Response to sanctions	Failure to attend a break time detention	-2	Duty staff	School Detention
	Failure to attend a School Detention	-3	Refocus Room Manager	Leadership Detention
	Failing to attend a Leadership Team Detention	-5	Refocus Room Manager	Internal exclusion until 4.00pm the next school day.

Demerits are deducted from a students' points total. If a student accumulates a negative points score, they will progress through Behaviour Boundary 1 to 4. Upon entering a new Behaviour Boundary, students will receive the following support:

Boundary	Points	Report to	Minimum Additional support (as appropriate)
Behaviour Boundary 1	-50	Tutor	• Parental contact from Tutor • Tutor report • Weekly mentoring discussion with tutor
Behaviour Boundary 2	-100	Pastoral team	• Parental contact with Pastoral Leader • Pastoral report (daily check-in with Pastoral team) • Review of SEND needs, if appropriate • Referral to Early Support, if appropriate
Behaviour Boundary 3	-200	Leadership Team	• Parental meeting with a member of the Leadership Team • Leadership Report • Pastoral Support Plan implemented • Educational Psychologist assessment, if appropriate • Manage Move/off-site direction considered
Behaviour Boundary 4	-300	Headteacher	• Meeting with Headteacher – Final warning issued • Permanent Exclusion considered

The Pastoral Team keeps a record of all of the interventions that are put in place as students enter Behaviour Boundaries. These

'Behaviour Boundary Checklists' ensure that students receive all of the appropriate support and that this can be evidenced.

The school reserves the right to 'carry over' behaviour boundaries at the end of the academic year. This may be done for all students, for students on particular behaviour boundaries or for selected students. In relation to this, the Headteacher's decision is final.

3.4 Classroom behaviour management

It is vital that classrooms are inclusive environments in which all students are able to learn free from distraction or disruption. Orderly and disciplined classrooms are a prerequisite to effective learning.

Clear and consistent classroom routines enable teachers to teach and students to learn. We have clear routines for the start of lessons, the end of lessons, asking and answering questions, listening attentively and praising students. See the *Teaching and Learning Policy* for more details.

Teachers should use positive management strategies as a first step in anticipating, avoiding, and rectifying any poor behaviour that may occur. Using the least invasive form of intervention to correct students will foster a positive culture in the classroom and enable teachers to maintain a disciplined working environment. However, this must never involve lowering expectations, accepting excuses, or tolerating disruption. Positive behaviour management techniques include:

- Reiterating expectations
- Praising students who are doing the right thing
- Making eye contact with the student, and sustaining this (sometimes called 'the teacher stare')
- Moving closer to the student's desk
- Standing in 'Pastore's Perch' to monitor student behaviour
- Having a 'quiet word' with student

Where positive behaviour management fails to correct a student's behaviour, teachers should apply the following three-step process that provides students with the opportunity to correct their conduct:

- 1. First warning** (no further action, no behaviour points)
- 2. Second warning** (behaviour point issued by class teacher)
- 3. Removal to Refocus Room** (and School Detention issued)

Teachers are encouraged to 'script', in advance, how they will issue warnings, so that they can deliver these quickly, clearly, and assertively, without disrupting the flow of the lesson and without getting dragged into a debate about the merits of their decision.

Appropriate behaviour referral ensures that the majority of well-behaved students continue to be taught effectively by removing individuals who repeatedly disrupt the learning of others.

3.5 Detention

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the school's expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions. Sometimes a student will be required to sit a detention.

All detentions logged before 14:10 will be sat the same day. Detentions logged after 14:10 will be sat the following day, so that adequate notice can be provided to parents/carers. The school has the legal right to keep a student after school without parental permission, but engages with parents and informs them in order to establish good communication.

Detentions may only be annulled by a member of the Leadership Team.

Detentions will be set as follows:

- i. Break / Lunch Detention:**
 - Teachers may issue a break/lunch detention if a student fails to complete their classwork or homework to the required standard
 - Staff may issue a break/lunch detention for misdemeanors including incidents involving uniform, equipment, homework, littering, chewing gum etc.
 - Students may be detained for 15 minutes without providing the parents with prior notification
 - The details of the detention and reason for giving it must be noted on Arbor

- If a student misses a break/lunch Detention, they will serve a School Detention

ii. School Detention (20 minutes after school, the same day):

- School Detentions last for 20 minutes. Students may sit multiple School Detentions consecutively if they commit multiple misdemeanors in a day, up to a total of one hour.
- School Detentions will generally be set for: lateness to school/lessons, failing to attend a break/lunch detention, removal to the Refocus Room, and misconduct outside of lesson time
- As a courtesy, an email will be sent to parents before the end of the school day
- Failure to attend a school detention results in a student being placed in a leadership detention the next day, or next available leadership detention.

iii. Leadership Team Detention (1 hour, same day):

- Students can be issued a Leadership Team Detention for either failing to attend a school detention, failing the detention itself, or for more serious breaches of the school's behaviour procedures.
- When possible, students will be walked by the teacher from their last lesson and escorted to the detention room
- As a courtesy, an email will be sent to parents before the end of the school day
- Failure to attend a Leadership Team Detention will result in an internal exclusion until 4.00pm the next school day, spent in the refocus/review room

3.6 Refocus Room

On rare occasions, a student's behaviour may fall so far short of the school's expectations that the student must be removed from class and taken to the Refocus Room. The Refocus Room provides a calm and orderly environment in which students can:

- reflect upon their conduct;
- consider how to make amends; and
- continue with their learning until they are allowed to return to class.

If a student is removed to the Refocus Room, they will remain there until the Refocus Room Manager / Pastoral Manager are satisfied that they are ready to return to class. The minimum time spent in the room will be two lessons and students will never be returned to the class from which they were removed. If a student is removed to the Refocus Room for a second time in a day, they will remain there for the remainder of the day.

A log of referrals to the Refocus Room is maintained by the Refocus Room Manager and is reviewed regularly by the leadership team.

3.7 Internal Suspension

Following a serious breach of the Behaviour Policy, and as an alternative to a suspension, a student may receive an internal suspension. Internal suspensions last between one and three days and are served in the Refocus Room, or Review Room.

All internal suspensions must be authorised by the Executive, Associate or Assistant Headteacher. A student will receive -10 demerits when issued with an internal suspension.

3.8 Physical altercations

Violence of any kind will not be tolerated. If students need support in resolving a dispute or argument, there is always a member of staff that they can go to, rather than resorting to a physical altercation.

The following descriptors will be used to determine sanctions whenever a physical altercation has taken place. Precise sanctions will be determined by the Headteacher.

Altercation	Description	Sanction
Play fighting	Striking, grabbing, grappling, slapping or similar action that is in a playful manner but may cause an incident if it were to continue	• Leadership Team Detention
Grappling and	An aggressive situation in which no punching,	• Depending on the students' response, the students will

grabbing	kicking, or striking is taking place. May result in students grabbing each other's clothes, bags	serve an Internal Suspension ranging from 1 to 3 days
Fight	Two or more students who are kicking, punching, and/or striking	A suspension or permanent exclusion will be considered
Attack	An action in which an instigator punches, kicks, or strikes another student. The other student does not retaliate but may offer some form of reasonable self-defence (i.e., holding or blocking)	A suspension or permanent exclusion will be considered

The school will consider all elements of the incident before making a decision, including:

- Whether the student was an instigator, participant, respondent, or victim
- If the student was the respondent, whether their response was reasonable and in direct relation to the threat from the instigator
- How the students responded to the staff who intervened (for example, whether they followed instructions the first time)
- Any additional needs that should be considered in terms of reasonable adjustments

3.9 Bullying (see also School Anti-bullying Policy)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying of any kind is unacceptable and will not be tolerated within Melksham Oak School. The safety, welfare, and wellbeing of all our students and staff are key priorities. We take all incidences of bullying seriously and it is our duty as a community to take measures to prevent and tackle any bullying, harassment, or discrimination.

All incidents of bullying should be reported to the Pastoral team, who will investigate the incident, assess and rate the incident, set appropriate sanctions for the perpetrator, and inform the Leadership team/Safeguarding team (via CPOMS/Arbor) of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses will be interviewed
- Details of the incident will be written down and recorded
- The pastoral leader will gather evidence of a cyber bullying incident: This may involve text messages, emails, photos, etc provided by the victim
- Staff will listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All students are informed that they must not discuss the investigation with other students
- The pastoral leader will use the bullying record tool to analyse the incident(s) reported and assess its significance, to inform appropriate sanctions/intervention

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for further safeguarding processes to be implemented.

Following investigation, if the Pastoral Leader / SLT is satisfied that bullying did take place, the perpetrator will be supported to understand the consequences of their actions and warned there must be no further incidents. The Pastoral Leader / SLT will inform the perpetrator of the type of sanction to be issued. This could be detention, internal suspension, external suspension, or Permanent Exclusion, dependent on the nature of the incident. If appropriate, the Pastoral Leader will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face to face, but only with the victim's consent. Victims will never feel pressured into a face-to-face meeting with the perpetrator, discretion will be used in this instance. Parents will be informed of bullying incidents.

Section 4: Suspension and Permanent Exclusion: (See also TWHF Behaviour Policy)

“This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.”

(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – DFE Guidance for maintained schools, academies, and pupil referral units in England –August 2024)

4.1 Suspension

A suspension is where a pupil is temporarily removed from the school for a fixed period of time.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’ This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

In exceptional circumstances, it may be necessary to suspend a student for a fixed period of time, this would always be considered carefully. Exceptional circumstances include, but are not limited to;

- Serious failure to comply with a reasonable repeated request from a members of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults, or students
- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Possession of drugs, alcohol or items which could be considered a weapon on school site
- Willful and / or malicious damage to property
- Homophobic, sexist, or racist bullying
- Bullying of a sustained and/or serious nature
- Sexualised behaviour and misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the school
- Incidents of persistent disruptive behaviour impacting on the learning of others
- Assaults or fighting that are not premeditated or planned in nature

The school recognises the need to keep fixed term suspensions short wherever possible. It is therefore anticipated that in most cases a suspension would not exceed the 5 days fixed term. Where it is necessary to suspend a student for a longer period, the school will ensure educational provision is offered to the student from the 6th day onwards. The length of any suspension is at the discretion of the Headteacher, and is decided upon based on both the seriousness of the incident in question, and the students’ position on both the stages outlined below and overall behaviour boundaries.

We use a staged approach to suspensions as explained below. In exceptional circumstances, students can move to a higher stage for an individual incident. A student moves up to a new level at the discretion of the Headteacher, when it is deemed that a higher level of intervention is now required to support the student’s behavioural choices. If a student is suspended and it is decided that they will remain at their current staged level, a “+” symbol will be marked to demonstrate that the current wave of intervention is still in effect.

Level 1 – Fixed Term Suspension (-20 Demerits)	
Led By	Examples of Support
Year Leader	- Re-integration meeting / report - Referral to Connect Panel, if appropriate



Level 2 – Fixed Term Suspension (-20 Demerits)	
Led By	Examples of Support
Year Leader & Pastoral Manager	- Re-integration meeting / report - Referral to Connect Panel for support - Curriculum review, if appropriate - Early Support Assessment, if appropriate



Level 3 – Fixed Term Suspension (-20 Demerits)	
Led By	Example of Support
SLT & Year Leader / Pastoral Manager	- Re-integration meeting / report - Pastoral Support Plan compiled - Review of SEN, if appropriate - Intervention chronology established - Referral to BEST (group work), if appropriate - Managed Move / offsite directions offered



Level 4 – Fixed Term Suspension (-20 Demerits)	
Led By	Example of Support
Associate Headteacher	- Re-integration meeting / report - Referral to Connect Panel for further support - Referral for 1:1 mentoring - Managed Move / offsite direction confirmed offered (if appropriate)



Level 5 – Fixed Term Suspension (-20 Demerits)	
Led By	Example of Support
Associate & Executive HT	- Re-integration meeting / report - Referral to connect Panel for further support - Managed move / offsite direction confirmed (if appropriate) -



Level 6 – Permanent Exclusion	
Led By	
HT, SLT and Governors.	- Parents / Carers Invited to Governors disciplinary committee.

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4.2 Permanent Exclusion

There will be, however, exceptional circumstances where in the headteachers judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

The principles, guidance and procedure set out in the DFE Exclusion Guidance will be followed at all times. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings/hearings, including the deadlines for these. The Headteacher may cancel (i.e., withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the Governors' Discipline Committee at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

[\(Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, September 2023\)](#)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Exceptional circumstances include, but are not limited to;

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- sharing, supplying or in possession of an illegal drug
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- placing students, staff, and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

A Headteacher may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist, or homophobic bullying).
- repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community

4.3 Suspension levels review panel

We recognise that students can make mistakes resulting in them receiving a suspension, however, we always believe that students can make better decisions. To represent this, students have the opportunity to move down the staged suspension levels. The Leadership Team and Year Leaders will meet once a term to review students on a suspension level, with final approval of moves given by the Associate Headteacher.

Students will be reviewed as shown below:

Review Period	Review to be held	
Term 1	Start of term 2	Students will need to have a whole term between the date of suspension and date of review.
Term 2	Start of term 3	
Term 3	Start of term 4	
Term 4	Start of term 5	For example, a student suspended in the final week of term 1, will be reviewed at the start of term 3.
Term 5	Start of term 6	Students can move down one level at each panel.
Term 6	End of term 6	

Criteria to move down one level:

- No Suspensions in previous term
- Passing re-integration report on return from their last suspension
- Less than 30 Demerits across the full term*
- Attendance percentage is above 90% in the previous term*

Criteria to be considered to move down one level:

- No Suspensions in previous term
- Passing re-integration report on return from their last suspension
- Less than 40 Demerits across the full term*
- Attendance percentage is above 85% in the previous term*

**Each student is studied individually, to look at the demerit category issued and reasons for absence.*

If students fail to meet the required criteria as outlined above, or the students have had a period of persistent absence meaning they haven't been able to show an improvement in their behaviour, students will remain at the given level for a further term to enable them to show the required improvement.

Parents/carers will be informed of the outcome of the panel by digital letter.

In exceptional circumstances, where a student may have additional learning needs or has experienced trauma, it may be appropriate for reasonable adjustment to timescales or to the criteria with which the student is reviewed. In these circumstances the adjustments will be outlined in the reintegration meeting and agreed with the headteacher.

4.4 Preventative measures to school exclusion

The school recognises that suspension and permanent exclusion is a serious matter. We use several alternatives to suspension and ensure that there is early intervention with student behaviour. The following alternatives are used by the school:

Off-site direction

The school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct. The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Provider, or another school/school (or unit therein).

Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

The arrangements for the off-site placement will be based on an understanding of the support the students' needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.

The off-site placement will be regularly reviewed each half term by senior staff, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives, and that the pupil is benefiting from it.

During the period of an off-site direction by the school to another school/school, the pupil must be dual registered which means that they will be registered at both the school and the school/school to which the pupil is directed off-site. At the end of any placement the school will seek an end of placement report from the alternative provision provider and will seek the student's views (if appropriate) as to the success of the placement. The school will follow the DFE Alternative Provision Guidance when exercising this power.

Managed Moves

A 'managed move' is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school/school following a trial period. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

Managed moves should be offered as part of a planned intervention. It is designed to give students who are at risk of permanent exclusion a fresh start in another school/school without a permanent exclusion on their educational record.

As it is a proposed permanent transfer to another setting, parental consent is required, and parents will be consulted with while this is being explored.

If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent. A planned managed move will only happen when it is in the pupil's best interests.

During the trial period, the student will be dual registered at both the school and the new school/school. If the managed move breaks down during the trial period, the new school/school will terminate the trial period and delete the pupil's name from the register.

The student will then return to the school. For this reason, a managed move will not be appropriate following a serious breach and/or persistent breaches of the Behaviour policy for which permanent exclusion is deemed by the Headteacher to be the only appropriate sanction, where the school would not be prepared to accept the pupil back at the school if the managed move broke down during the trial period.

The school will agree a fixed period for the trial period at the outset, after which the new school/school will be expected to give permission to the school for the pupil's name to be deleted from the school's roll, at which time the transfer becomes permanent.

Reintegration Meetings

Where a student is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration meeting. The purpose of the meeting is to:

- offer the pupil a fresh start
- help them understand the impact of their behaviour on themselves and others
- teach them to how meet the high expectations of behaviour in line with the school culture
- foster a renewed sense of belonging within the school community; and
- build engagement with learning

School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.

Should a parent/carer not be able to attend then a member of staff will call to rearrange the meeting or conduct the meeting with the student in person and parent/carer on the phone. We encourage parents to engage in reintegration meetings as suspension is a serious sanction.

Section 5: Conduct in the Sixth Form

5.1 Overview

The school expects that the conduct of Sixth Form students will reflect their age and maturity and, above all, the fact that enrolment in the Sixth Form is voluntary. Sixth Form students are expected to be courteous and studious, to serve as role models to younger students and to actively contribute to school life.

The Sixth Form is fully integrated with the house points system that it used lower down the school. Sixth Form students with positive house point scores will be praised and rewarded in accordance with the school's Reward Levels. Sixth Form students with negative house point scores, will be sanctioned, and supported, in accordance with the school's Behaviour Boundaries. All house points earned by Sixth Form students contribute to the whole - school points totals, for their respective Houses.

5.2 Sixth Form Behaviour Incidents

In recognition of the increased expectations that are placed on Sixth Form students,

	Merits	Award
Examples of conduct	• Sixth Form – Excellent Assessment • Sixth Form – Improved Assessment • Sixth Form – Exceptional homework • Sixth Form – Evidence of independent study • Sixth Form – Star of the lesson • Sixth Form – Star of week • Sixth Form – LEARN	• 5 merits • 3 merits • 2 merits • 3 merits • 2 merits • 5 merits • 1 merit
Reward	• Certificate of achievement • Certificate of Ongoing Excellence • End of Term Reward • End of Year Reward trip	• 100 merits • 300 merits • 200 merits in one term • 500 merits

	Demerits	Award
Examples of conduct	• Sixth Form – Late, incomplete, unsatisfactory HW • Sixth Form – Conduct issue • Sixth Form – Failed to attend MSS • Sixth Form – Serious conduct issue • Sixth Form – Repeated breach of Student/Parent/School agreement	• -3 merits + Mandatory Study Session • -3 merits + Mandatory Study Session • -5 merits + Mandatory Study Session • -5 merits + Parent Meeting • -10 merits + Parent Meeting with Head of Sixth Form
Conduct and sanctions	• Repeated late to school or lessons • Repeated homework issues • Repeated conduct issues • Repeated Conduct/Attendance issues	• Loss of lunch privileges • Supervised Study periods and loss of lunch privileges • Supervised Study periods and loss of lunch privileges, parent meeting • Student on contract

Sixth Form students with negative house point scores, will be sanctioned, and supported, in accordance with the school's Behaviour Boundaries. In cases of extreme misconduct, the Headteacher reserves the right to move straight to a final written warning or permanent exclusion. Sixth form students and parents should ensure that they have read the Sixth Form Handbook for further information.

Intervention and Support at Melksham Oak

Wave 1 Universal offer / Quality First Teaching	Wave 2 Targeted / Small Group Interventions	Wave 3 Individual / Personalised Provision
Every student has access to: – A consistent, fair, and appropriate response to behaviour for learning – Daily tutor Support – Pastoral Leaders – DSL, DDSL (safeguarding team) – School Nurse – Weekly assemblies – Immersion days – Careers guidance – PSHE / RSE curriculum – Extra-Curricular Activities – Student Leadership (Peer Mentors, Student Ambassadors) – SEND Testing – Strengths & Difficulties questionnaire – Attendance merits – Parents evening – Subject surgery – Tutor Report card – Restorative meetings	- Where appropriate, we will make reasonable adjustments for students, including those with special educational needs and/or disabilities. A reasonable adjustment never means that we lower our expectations, it means that some students need additional support to ensure that they meet the high expectations that we have for all our students. - Meeting with HOY or an appropriate member of staff - discuss concerns and explore support strategies. - Wellbeing referral to intervention panel for Mentoring, Anxiety Support, Anger Management. - Early Support Assessment (where appropriate) - Behaviour Support Plan - One Page Profile - Referral to SEMH Support Team - Referral to Autism outreach worker - Speech & Language Referral - Referral to BEST (groupwork) - Curriculum Review, consider change of class / group - Lesson observation or pupil pursuit - Pastoral Report card - Education Welfare Officer	- Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider what appropriate steps are needed to address this concern. - Meeting with SLT - Educational Psychologist Assessment (where appropriate) - Pastoral Support Plan (PSP) - Referral to BEST (1:1 mentoring) - Bespoke timetable - Emotionally Based School Avoidance (EBSA) Pathway (Multi-agency working) - Managed Move - Offsite direction - Each individual school may use other additional provision, depending on the resources available.