OneSchool Global

Student Discipline & Serious Breaches Policy

Authorisation Date: 03/2026
OSG Document Code: POL_UK_ED_Student Discipline & Serious Breaches Policy_v2.1
Region: UK

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Enquiries Contact: support@uk.oneschoolglobal.com	**Associated Documents** Formal Reflection Notice, Positive Behaviour Plan, Responsible Behaviour Report, Confiscated Electronic Device Letter Template, Confiscation of Prohibited Electronic Equipment Record, Positive Culture Student Poster (for digital signage only), Student Discipline & Serious Breaches Student Poster (for digital signage only) Student Discipline & Serious Breaches Poster for CPs, Training resources, Serious Breaches Appendices (Suspension Process Diagram & Orientation Address Extract) Serious Breach Notification Letter and Serious Breach Outcome of Meeting Letter Templates (located here)	

Section 1 - Student Discipline

1. INTRODUCTION

1.1 OneSchool Global was founded on the principle that:

1.1.1 Student obedience, respect and discipline will be of the highest standard, towards the staff, Campus Administrators and fellow students.

1.1.2 The principal responsibility for student discipline rests with the parents, and OneSchool Global will not depart from that principle.

The OSG Parent Persona states: 'A quality OSG Parent is committed to the school – has respect for the school and takes absolute responsibility for the enrolment and self-discipline of their child.'

1.2 High standards of student discipline are expected and continuously developed by staff. These standards are built on the foundations of strong connections, trust and respect between staff and students.

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1.3 The behaviour we walk past is the behaviour we accept. It must never be the case that undesirable behaviour goes unchallenged. It's about how the conversation with the student(s) is managed, not about whether to have the conversation.

1.4 In cases of "Major Extreme" or "Severe" misbehaviours as set out in this policy, the Serious Breaches section of this Policy is invoked.

2. PURPOSE

2.1 This policy is intended as an internal document to provide the framework for managing student discipline and serious breaches, to create an environment that expects and reinforces outstanding self-discipline and defines acceptable standards of behaviour.

2.2 All members of the Campus community are accountable for student discipline and positive behaviours. This policy applies to all staff members, volunteers, CSTs, regional leadership, current and prospective students.

2.3 This policy applies to all students while participating in school activities, whether on school grounds or outside the school, including on school provided transport and use of school provided digital technology.

3. DEFINITIONS

Term	Definition
RHS	Regional Head of School – holding overall strategic and operational responsibility for the region, including oversight of educational quality, standards and continuous improvement.
RP	Regional Principal – Regional educational leader, holding Campus Principals to account for correct implementation of OSG Policy, frameworks and high performance.
CST	Campus Support Team – (local campus governance team).
CP	Campus Principal - responsible and accountable for leadership of the Campus and for implementing all policy, framework and performance expectations correctly.
DCP/ACP	Deputy Campus Principal / Assistant Campus Principal
Self-discipline	The ability you have to control and motivate yourself, stay on track and do what is right.
Serious Breach	Behaviours that are listed as 'major extreme' and 'severe' in the Student Discipline and Serious Breaches Policy, and other incidents that may arise from time to time.
Internal Suspension	Suspension from classes, where the student remains within the Campus for a defined period under supervision from a senior staff member to complete Assignments, in line the Education Act 2002. There is no peer contact, but full access to supervised breaks, food, drink and toilet facilities.

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External Suspension	Suspension from school, where the students remains off-Campus under the responsibility of parents or carers, in line with the Education Act 2002.
Without Prejudice Suspension	Suspension (internal or external) to enable an investigation to take place. This suspension must be in line with the Education Act 2002 only, is not recorded as a formal sanction and does not affect the student's place at the school.
Restorative Practice Approach	A Restorative Practice approach to managing behaviour recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding a solution.
Restorative conversation	Support the repair of relationships to avoid a recurrence of wrongdoing. Between an adult and a student, or between students. Facilitated by an adult. Asks questions about who was affected, how they were affected and how a recurrence can be prevented.
Formal Restorative conference	Is a formal meeting, facilitated by a member of senior staff, in which victims, perpetrators, family and often Campus CAs/CB discuss the consequences of wrongdoing and decide how best to repair the harm.
Bullying	Bullying is a behaviour which is: Deliberate, hurtful, repeated, targeted (at an individual or small group). Bullying can take a number of forms: Physical, verbal, indirect or emotional, online and face to face.
MIS/SIS	Management Information System / School Information System – the student records database.

4. STUDENT EXPECTATIONS

4.1 1. Student expectations are based on the OSG Student Persona:

4.1.1 **Lives the Values** – Committed to displaying integrity and care & compassion, is respectful of others and takes responsibility for their actions.

4.1.2 **Is Self-Directed** – Understands the Learning to Learn Framework and is driven by personal goals, initiative and self-discipline to grow and achieve.

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4.1.3 **Is a Team Player** – Builds strong connections with educators, on foundations of trust and respect. Is collaborative and supportive of others in achieving common goals.

4.1.4 **Is Diligent** – Committed to excellence, hard work and timeliness in all responsibilities and tasks.

4.1.5 **Is a Problem Solver** – Seeking innovative, creative and effective solutions to challenges and obstacles.

4.1.6 **Takes Ownership** – Wears school uniform with respect, manages distractions maturely, and makes good decisions about behaviour and attitude.

4.1.7 **Has a Positive Attitude** – Applies constructive thinking and has a positive approach to school.

5. APPLICATION OF REWARDS AND CONSEQUENCES

5.1 Rewards and consequences are part of real life. They are both effective tools in managing student behaviour.

5.2 Our Campus culture must be rich with praise. For praise to sanction ratios to be healthy they should exceed 5:1. Praise takes numerous effective forms which include:

5.2.1 Verbal praise

5.2.2 Positive feedback on Assignment submissions

5.2.3 Specific positives reinforced in discussions when House Points are awarded

5.2.4 Special mention in class or in assembly: sharing achievements

5.2.5 Regular written and oral communication with parents, about positive behaviour and valuable contributions to the life of the Campus

5.2.6 Exhibiting good work

5.2.7 Referral to the CP for commendation

5.2.8 Using stars/smiley faces on charts, books etc. (as age appropriate)

5.3 The OneSchool Global Awards' Policy guides use of Awards.

6. RESTORATIVE PRACTICE APPROACH

6.1 At OneSchool Global, staff will not shout at students as part of administering discipline.

6.2 Students are expected to show respect for the instructions and expectations of adults in school at all times.

6.3 A Restorative Practice approach to managing behaviour recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding a solution.

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6.4 A Restorative Practice approach does not mean there is no consequence. Consequences are given at OneSchool Global in line with the Restorative Consequences in section 7.15.

6.5 Fair Process

6.5.1 When dealing with a conflict situation, adults in school will deal with it in a fair way. This means:

Engagement	An un-prejudiced review of all facts including all affected parties must take place before any conclusions are made.
Explanation	Everyone involved and affected will understand why final decisions are made as they are.
Expectation	Once decisions are made new behaviours/expectations are clearly stated so that individuals understand consequences for the future.

7. RESTORATIVE CONSEQUENCES

7.1 It is important that where unacceptable behaviour occurs, we know what is not tolerable, and what steps we will take.

7.2 We use consistent framework of restorative consequences to instill student discipline. The same framework is applied to Primary and Secondary students.

7.3 The framework applies to two main areas:

7.3.1 **Disruption of learning** - generally behaviour that disrupts the learning of themselves or others.

7.3.2 **Behaviour Incidents** - where a student is involved in a single or on-going series of behaviours such as bullying, aggression, breaking school rules or non-cooperation with staff.

7.4 The framework will be displayed in all student areas and shared with parents, along with an explanation of restorative behaviour management.

7.5 Restorative consequences escalate depending upon the seriousness of a student's behaviour, ranging from 'Minor' to 'Severe'.

7.6 Certain Restorative Consequences are specifically stated, such as an after-school detention or Restorative Meeting. Where not specifically stated, restorative consequences will be agreed between teacher or CP and students and must be related to correcting the undesirable behaviour.

7.7 The duration of time for restorative consequences is provided. This time must be taken as agreed between teacher and student.

7.7.1 A Restorative Consequence may be completed in students' own time, during social times of the school day or in an after-school detention, where stated in the framework.

7.7.2 Examples of Restorative Consequences are:

7.7.2.1 Preparing a school assembly on a topic connected to the matter.

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7.7.2.2 Supporting with repair to damaged property / Campus improvements (only ever where safe to do so).

7.7.2.3 Leading an initiative in school such as an 'awareness display'

7.7.2.4 Completing a reflective task, to consider the implications and lessons learned from the behaviour.

7.7.2.5 Completing subject assignments to the standard required / Catching up on Assignment work / Completing additional assignment work.

7.7.3 Restorative Consequences to correct undesirable behaviour must pass the following test:

7.7.3.1 Is it reasonable, fair and logical?

7.7.3.2 Is the consequence related to the behaviour?

7.7.3.3 Does it keep dignity and respect intact?

7.7.3.4 Does the student learn from it?

7.8 Every situation must be looked at on its own merits and there is a certain latitude in terms of how a situation is regarded - no two cases are the same. Things to consider must include:

7.8.1 Premeditated/non-meditated

7.8.2 Nature and extent of the offending

7.8.3 Background circumstances – both of the individuals and the incident

7.8.4 Whether the student has additional needs that are known to the Campus

7.9 The CP and CST will use their discretion if they deem that restorative consequences must fall outside of the recommended steps. In such cases, advice must be taken from the RP.

7.10 Any consequence requiring suspension, or permanent exclusion, is at the discretion of the CP, CST, CB, and RP and the Serious Breaches section of this Policy will be followed.

7.11 Failure of a student to adhere to the framework of restorative consequences will trigger an escalation in the level of severity of disciplinary action and may invoke the Serious Breaches section of this Policy.

7.12 Travel distance is not a reason to excuse a student from an after-school detention. Parents will need to make arrangements for collecting students who are issued with an after-school detention.

7.13 In some cases, particularly those involving Major or Extreme offending, it may be necessary to suspend the student without prejudice while investigations are undertaken.

7.14 Misuse of IT equipment or platforms must always be dealt with via the Student ICT Misuse Behaviour Management Policy, and recorded on the MIS.

7.15 Prohibited electronic devices

7.15.1 Possession of prohibited electronic devices such as mobile phones, wearable technology such as smartwatches and fitness trackers, non-school USBs, SD cards or

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other external storage devices at School or on school transport will result in an immediate confiscation of the equipment.

7.15.2 A tiered approach will be taken:

7.15.2.1 First offence: Prohibited electronic device confiscated for **24 hours (or the next school day)**. Student and parent are required to attend the Campus to collect the device, re-sign the Student ICT agreement, and a warning letter is issued to the student.

7.15.2.2 Second offence and thereafter: Prohibited electronic device confiscated for **one week**. Student and parent are required to attend the Campus to collect the device, re-sign the Student ICT agreement, and a warning letter is issued to the student.

7.15.3 Regions will track confiscation of prohibited electronic devices on the regional MIS, noting the tier of the offence.

7.15.4 Confiscated equipment will be stored in a secure location on Campus accessible by CP and CST for the duration of confiscation.

7.15.5 The condition of the equipment will be noted by the CP at the time of confiscation, using the standard form listed under associated documents.

7.16 Table of Restorative Consequences:

Category	Example Behaviours (not a definitive list)	Consequence/ Possible Intervention	Responsibility
Minor	• Off task. • Screens off. • Misuse of study. • Not productive. • Distracting others. • Repeatedly out of seat. • Late to class. • Disrupting learning first time. • Disrupting recreational time.	**Step 1 - Alerting the student. Verbal or non-verbal reminder of desired behaviour** e.g. ○ Re-direction to on-task behaviour ○ A 'look' from teacher to student ○ Cue by name, gentle tap on the table. ○ Last chance and 2 minutes take up time for student. ○ Quick catch up with student, restorative conversation to address the underlying cause. ○ Positive language "well done students who are looking this way." ○ Red note for Primary students (if needed) **Learning to be caught up if late to class/or learning time has been missed.** Not recorded in the MIS	Teacher
Moderate	• Repeat of minor behaviours • Minor misuse of equipment.	**Step 2 - Restatement and rule reminder**	Teacher

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	• Littering. • Transport policy breach: Misbehaviour on school bus • Uniform policy breach: incorrect uniform, shirts not tucked in, no hat. • Excluding peers – first time. • Disrespectful language - low level inappropriate talk • Abusing Enrichment Day privilege**	○ Verbal or non-verbal reminder of desired behaviour- offer take up time for student. ○ Reminder that consequences will escalate if there is a repeat of the behaviour. ○ Move student to a re-focus seat within the Learning Centre or transport if disrupting and; (driver to report behaviour to CP). ○ Red note for Primary students ***Teacher will escalate quickly from Step 2 to Step 3.*** **Step 3 - Individual reinforcement strategies** ○ Restorative conversation with teacher and student(s) in the moment, during break/lunch: Behaviour goals agreed and regular check-ins to 'catch them being good' and; ○ 30-minute consequence#; (consequence that will change the behaviour) and; ○ Parent informed; and ○ Negative incident recorded in MIS **3-week loss of privilege (for abuse of enrichment day first offence)	
Major	• Repeat of moderate behaviours • Disrespect for authority/ persistent refusal to follow instructions. • Persistent disruption of learning. • Bullying including persistent mean on purpose behaviour or excluding behaviour – online and in person. • Negligent behaviour- damage to property • Bad language/ swearing (not directed to an individual).	**Step 4 - Reflection period** ○ Removal from the situation and; ○ Restorative conference with CP/Senior Teacher where student completes a **Formal Reflection Notice** before student returns to class/LC/yard - aims to restore relationships/values and behaviours. Teacher or peers join as needed and; ○ 60 minute restorative consequence# agreed, linked to behaviours and; ○ Conversation with parent. ○ Student placed on a **Responsible Behaviour Report** for 5 days. ○ Student placed on Level 1 and **Formal Reflection Notice** is uploaded to MIS.	CP

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	• Racist language in conversation (not directed to an individual). • Missing Zoom lesson / lesson without approved absence. • Not upholding the student interaction policy • Prohibited electronic devices in school or on transport (phone, smart-watch, USB, Digital cameras or any home IT device etc).**	*Consequence examples- lunchtime detention, service to mend damage property, family to pay for damage of property, leading an assembly or Campus display,* *****Prohibited electronic devices:*** ***First offence:*** *24 hour confiscation (next school day), parents and student attend Campus and re-sign Student ICT Agreement. Warning letter issued. In addition to the steps for a Major student discipline incident. Recorded on MIS.* ***Second offence and thereafter:*** *One week confiscation, parents and student attend Campus and re-sign Student ICT Agreement. Warning letter issued. In addition to the steps for a Major student discipline incident. Recorded on MIS.*	
Major repeated	• Repeat of major behaviours	**Step 5 - Positive Behaviour Agreements** ○ Internal stand-down (suspension) from class, lunch, and social time for at least 1 day and; ○ Student continues on **Responsible Behaviour Report** for 10 days in subject/s of concern and; ○ Restorative conference: Meeting with 'offenders' and 'victims' (if required) and; ○ Parent informed and invited to a meeting with CP and; ○ 60 minute after-school detention plus a 60-minute restorative consequence[#] (linked to behaviour) starting in the detention and; ○ ***Positive Behaviour Plan*** may be started ○ Student moves to Level 2 in MIS Follow-up meeting with parents within a 1–2-week period (which may be on Zoom).	CP ACP/DCP

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Major extreme	• Aggression to peers; including serious incidents of verbal or physical abuse. • Bringing the school into disrepute. • Setting a dangerous or harmful example • Dangerous behaviour. • Serious and persistent victimisation/bullying causing harm. • Dishonesty/theft • Disrespect for authority- persistent refusal to follow instructions, repeat non-compliance, defiance, back chatting. • Racist language directed at an individual or group of persons causing grievous offence. • Swearing/offensive language directed at an individual or group of persons. • Verbal abuse to staff • Damage to school property/ vandalism • Persistence in breaching the ethos, values, and guiding principles of the school.	**Step 6 - Suspension** ○ Internal or External suspension period with duration depending on severity of infringement. Final decision is at the discretion of the CP, CA, CB and RP. Permanently on school record and; ○ The 'Serious Breaches Policy' is invoked and; ○ Restorative conference with 'offenders' and 'victims', led by the CP and; ○ Restorative conference, with CP, CST, CB, RP***, student and parents. Follow-up meeting within 1-2 weeks and; ○ Family to pay all costs for any property damage/vandalism and; ○ Student moves to Level 3 in MIS *** *RP may join on Zoom*	CP, CST, CB, RP. RHS advice taken.
Severe	• Repeat of the major and major extreme behaviour • Consistently and deliberately failing to comply with reasonable directions. • Behaviour which is offensive or dangerous to others • Bringing prohibited items into school defined as,	**Step 7 - Major Disciplinary Action Serious Breaches Policy is invoked.** RHS and RP kept informed of any serious breach of behaviour. Final decision is at the discretion of the CP, CST and RP. Action may include: ○ Parents asked immediately to come and pick student up. ○ Confiscation of prohibited item at the discretion of the CP.	CP, CST and CB RHS advice taken.

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	weapons, alcohol, tobacco, vapes or any form of drug. • Extreme cases of major extreme behaviour • Consistently interferes with the educational opportunities of others.	○ Formal out of school suspension with CP/CST/RP/RHS and Regional Management Team review of re-entry. ○ Negotiated transfer to another Campus. Student moves to Level 4 in MIS	

 # A Restorative Consequence is linked to the type of misbehaviour, e.g., Campus tidying and may be completed in students' own time, or during social times of the school day.

8. RECORD KEEPING AND ANALYSIS

8.1 Where required, the teacher issuing the consequence will record details on the Bromcom MIS system:

8.1.1 Category of behaviour (Moderate, Major, Major Repeated, Major Extreme or Severe)

8.1.2 Precise description of undesirable behaviour, and details of the incident.

8.1.3 Description of all consequences.

8.2 The CP is responsible for elevating the 'Level' of student behaviour on the Bromcom MIS through levels 1, 2 and 3 when a student's behaviour escalates from 'Major' through each stage to 'Severe'.

8.3 The Campus is legally required to maintain a register of serious misbehaviour incidents and sanctions even if it has no entries. This must include every incident in the categories Moderate to Severe.

8.4 A Campus Behaviour Report will be provided to the CST on a monthly basis and shared to the RP. The report will show:

8.4.1 Number of behaviour incidents by year group - for categories Moderate through to Severe. Most recent three months.

8.4.2 Top 10 students by number of behaviour incidents – showing number in each category. Most recent three months.

8.4.3 Students at Level 1, 2 and 3.

8.4.4 Previous interventions to improve students' behaviour, and the impact upon number of incidents over time.

8.4.5 New actions and interventions.

9. CHILD PROTECTION

9.1 Where behaviour gives cause to suspect that a child is suffering, or likely to suffer significant harm, the Safeguarding and Child Protection Policy will be followed.

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9.2 Where a consequence is deemed inappropriate due to factors known to the Child Protection team, an alternative consequence will be agreed by the Campus panel.

10. RESPONSIBLE BEHAVIOUR REPORT AND POSITIVE BEHAVIOUR PLAN

10.1 A **Responsible Behaviour Report** enables behaviour and self-discipline to be closely monitored and improvements recognised. Goals are set for the week and each teacher reports back on those goals at the end of a lesson or study period. Parents and the CP see the report daily and sign it. The duration of the report will be extended at the discretion of the CP.

10.2 A **Positive Behaviour Plan** sets out goals, strategies that staff will use with the students to support improvement in their behaviour, and actions required of the student, all across a period of 1-4 weeks. Reviewed no longer than every 4 weeks. It will be written by the team around the student, led by the CP or designated senior staff member/teacher, signed by the student and parents and shared to all teachers of the student.

11. PARENT COMMUNICATION

11.1 It is very important that parents have the information needed to support their child's learning and co-operate with the school. At the Campus we are very conscious of the importance of having strong links with parents and good communication between home and school. Regular telephone calls or e-mails are extremely useful. Parents highly appreciate being 'kept in the loop'.

11.2 The Campus will inform parents at the earliest opportunity if there are any concerns about their child's behaviour or welfare, and certainly on the same day as the concern arises. If parents have concerns, they must make these known to the Homeroom teacher (Secondary), Class Teacher (Primary). or the CP.

11.3 Parents must always be informed about escalation of behaviour from 'Moderate' onwards, and detentions of any kind, even if they take place during the school day.

11.4 If a student receives a consequence at 'Major Repeated' or above, parents will be invited into school to discuss and agree the way forward.

11.5 The Campus will ensure that parents receive a copy of the Student Discipline Policy on an annual basis. Parents will be informed of any modification to the policy due to changes in legislation or guidance outside of the review cycle. A copy of this Policy will be placed on the website.

11.6 In cases where parents are aggrieved by actions taken by the Campus, the OSG UK Complaints Policy must be invoked. Management of such complaints, whether informal or formal, will be undertaken by a group not associated with the initial decision.

Section 2 - Serious Breaches

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12. INTRODUCTION

12.1 This section relates to behaviours that are listed as ‘major extreme’ and ‘severe’ in the Student Discipline Policy, and other incidents that may arise from time to time.

12.2 When serious breaches occur, or when all positive interventions have been unsuccessful, then major disciplinary sanctions will be used, including a period of suspension from school or in some cases permanent exclusion.

12.3 School staff are supported in applying a ‘zero tolerance’ position in relation to behaviour considered as a Serious Breach. Zero tolerance means that under no circumstances will Serious Breaches be tolerated or go unchecked without consequences. Consequences will be determined based on the severity of the behaviour and all the surrounding circumstances.

12.4 For the purposes of this Policy, suspension refers to two potential situations:

12.4.1 A suspension for the purposes of investigating whether a Serious Breach has occurred; or

12.4.2 A suspension as a consequence of a finding that a Serious Breach has occurred.

13. SUSPENSION FOR THE PURPOSE OF INVESTIGATION

13.1 If a student is reasonably suspected of having committed a Serious Breach, the student may be suspended (either internal or external) to enable an investigation to be properly conducted in the student's absence. In such cases, the suspension should be for a short period only, and is without prejudice to the student's standing at the school until the outcome of the investigation is complete.

14. DECISION MAKING

14.1 The Student Discipline and Serious Breach Policy: Suspension Process provides a summary of the steps and is attached as an appendix of this Policy.

14.2 If a student is found guilty of a Serious Breach, a formal suspension may be applied at the discretion of the Serious Breaches Panel.

14.3 The Serious Breaches Panel is made up of the CP, CST and RP who may meet in person, or remotely.

14.4 Panel members must declare conflicts of interest. The RP will determine whether a panel member should be replaced based on such conflicts and the RHS will determine any requirement to replace the RP as a panel member.

14.5 The panel will decide:

14.5.1 length of the suspension, and

14.5.2 whether internal or external

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14.6 Advice will be taken from the Regional Management Team as required, including the Regional Head of Schools.

14.7 The type and length of suspension from school will always be dependent upon:

14.7.1 Blatancy of the actions (i.e. pre-meditated versus non-meditated offending)

14.7.2 Nature and extent of the offending.

14.7.3 Student's response since the serious or extreme offending.

14.8 All decisions to suspend or exclude a student will be evidence-based and will reflect procedural fairness, including the student's opportunity to provide their own account.

14.9 Students with additional student support needs will be allowed relevant accommodations throughout the investigation process.

14.10 Members of the Serious Breaches Panel must carefully consider evidence presented and make a final decision about consequences.

14.10.1 Evidence must include:

14.10.1.1 Two evidence reports, wherever possible, in writing. This must include an investigation report from the member of Campus Leadership Team investigating the behaviour. Written accounts from witnesses, the alleged offender and those harmed by the behaviour must be included.

14.10.1.2 Where possible, CCTV evidence must be reviewed and included in the evidence report. adhering to the OSG CCTV Policy.

14.11 If a student has additional student support needs, this must be carefully considered by the Serious Breaches Panel in making their decision.

14.12 Whilst acting reasonably to all parties, time may need to be taken before the final decision, for the CP, CST and RP to consider the evidence and to take appropriate advice.

14.13 If a finding of a Serious Breach has been made, suspension options include:

14.13.1 1 day in-school

14.13.2 2 days in-school

14.13.3 1 day external suspension

14.13.4 2 or more days external suspension

14.14 Additional consequences that may be applied at the discretion of the CP, CST and RP, deciding as a team, if a finding of a Serious Breach has been made include:

14.14.1 Removed from the playground during breaks;

14.14.2 Service to the school community (i.e. assisting with the organisation of events)

14.14.3 Restorative conferences;

14.14.4 Counselling;

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14.14.5 External therapy.

14.14.6 All such decisions and rationale will be recorded on the student record on the MIS and notified to parents for their agreement.

15. NOTIFYING THE PARENTS AND STUDENT

15.1 Parents are to be notified if their child is involved in a serious breach as soon as possible and always before students are collected at the end of the school day.

15.1.1 Initial notification should be by telephone, even if just notification that evidence is being collated for review.

15.1.2 Parents must be updated in a timely way at every stage in the process.

15.2 If a student is found guilty of a Serious Breach, the CP must provide a letter to parents advising of the suspension or other disciplinary outcome, reasons for the decision and request to attend a meeting.

15.2.1 Parents must be offered to bring a support person to the meeting.

15.2.2 If parents decline the meeting, it is the responsibility of the CP to engage with parents, set out the purpose of the meeting, and confirm that the process is the most supportive approach to resolve the behaviour concerns and to enable a fresh start. If parents continue to decline, support from the CA and CB will be sought where appropriate. In cases where parents are either unable or unwilling to attend the meeting despite all efforts, the meeting will still go ahead.

15.2.3 The regional letter template must be used, which is available to CPs on the OSG UK-CP Teams channel.

15.3 The meeting will be held with the CP, parents, student, at least one CA and CST, and parent support person if requested.

15.4 The meeting must take place as soon as possible after the finding of a Serious Breach and no longer than 3 school days.

15.5 Meeting protocol:

15.5.1 *Prior:*

15.5.1.1 CST will share J.S. Hales (School Founder) ‘Obedience, Respect and Discipline’ orientation extract (see Serious Breaches Appendix) with parents prior, if relevant to issue, and raise in the meeting.

15.5.1.2 Student to provide written report of what they have said/done.

15.5.2 *During the meeting:*

15.5.2.1 CP will chair the meeting.

15.5.2.2 Ask student what they have done and encourage honesty and ‘owning up’ (if appropriate). Student to share written report of their own account of behaviour to the meeting.

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15.5.2.3 Outline other evidence obtained on the issue.

15.5.2.4 Outline the behaviour and why it is not acceptable and ask student to acknowledge this.

15.5.2.5 CST to raise the founder's extract 'Obedience, Respect and Discipline', if relevant to the issue.

15.5.2.6 Parents acknowledge that the behaviour is not acceptable and are asked to support suspension.

15.5.2.7 CP to clearly articulate the disciplinary action to be imposed, duration and the reason.

15.5.3 *After the meeting:*

15.5.3.1 CP will write to the parent to confirm actions from the meeting, to set a return date and to book a 'return to school' meeting with parents. The regional letter template must be used, which is available to CPs on the OSG UK-CP Teams channel.

15.5.3.2 The CP will inform the Local Authority if a student with an EHCP is externally suspended.

15.5.3.3 The MIS must be updated with details of the suspension.

16. CONSEQUENCES OF A FINDING RESULTING IN A SUSPENSION

16.1 Assignments must be set for the student whilst under suspension, including a restorative assignment.

16.2 The restorative Assignment asks the student to reflect on their actions/attitude and come back to the CP and parents with 3 commitments to bring about positive change.

16.3 The student may not join remote meetings or lessons at school whilst suspended.

17. RETURN TO THE CAMPUS AFTER SUSPENSION

17.1 On the morning of return, before the student returns to general Campus routines, the student must have a meeting with the CP, CST and parents to confirm:

17.1.1 Student's commitments to bring about positive change.

17.1.2 Requirements for a Positive Behaviour Plan and Responsible Behaviour Report, if required.

18. PERMANENT EXCLUSION

18.1 A permanent exclusion will be considered:

18.1.1 In extreme cases of the behaviours listed in 'Major Extreme' and 'Severe' sections of the Student Discipline Policy and incidents that may arise from time to time; or

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18.1.2 If external suspension of 10 or more days within a 12 month period does not resolve repeated negative behaviours.

18.2 Permanent exclusion is at the discretion of the Serious Breaches Panel (CP, CST and RP), based upon the evidence base outlined in section 14 of this policy, the seriousness of the behaviour and the response of the student.

18.3 Advice and guidance will be taken from the RHS, as part of the decision-making process.

18.4 Parents will be requested to attend a meeting at the school, along with a support person, at least one member of the CST, and the RP. The decision will be explained, along with the parents' right to appeal the decision, in line with the Education Act 2002. The appeal will be considered by a group not associated with the initial decision within 7 days of the lodgement of the appeal.

18.5 Permanent exclusion is always the very last resort. The opportunity for transfer to another OneSchool Global Campus will be explored in all relevant cases.

18.6 In the event of a permanent exclusion, where the student is not permitted to return, the Local Authority for the Campus will be informed.

18.7 Any permanent exclusion must be approved by the Global Managing Director in order to be imposed.

19. EXCEPTIONS

19.1 Occasionally there will be exceptional circumstances in relation to incidents classed as serious breaches. The CP, CST and RP reserve the right to consider all cases as they see fit prior to consequences being established.

20. VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
POL_OSG_ED_Student Discipline Policy_v1.0	02/2024	1.0	Policy Created

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POL_OSG_ED_Student Discipline Policy_v1.1	10/2024	1.1	District Principal removed. Update to section 7.15 to add “Racism towards staff, students, members of the public or in conversation” as a separate ‘Major Extreme’ behaviour.
POL_OSG_ED_Student Discipline Policy_v1.2	02/2025	1.2	RP replaced with RDE for the below under ‘Severe’ category *RDE/RTL/RMD advice taken*.
POL_OSG_ED_Student Discipline Policy_v2.0	06/2025	2.0	7.15 added (Prohibited electronic items) and sections in 7.16 table updated to reflect this.
POL_OSG_ED_Student Discipline Policy_v2.1	02/2026	2.1	Student Discipline and Serious Breaches policy combined into one.

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