

Ethos

With a strong emphasis on respect for all, we forge effective and supportive relationships with both pupils and adults in our learning community. Together we maximise every opportunity to achieve success for all, inspiring pupils to achieve excellent academic progress.

The Behaviour Policy at Oakwood High School is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. This policy should be read in conjunction with the Home School Partnership agreement and Expectations of Staff, Visitors and Other Workers Statements. Positive relationships focussing on co-operation and trust between parents, pupils and staff is the best method of dealing with any problems which may arise; coupled with a pastoral care system where early intervention is the key to success. We believe that all members of staff should have high expectations for all pupils and that “Behaviour for Learning” should be applied in all that we seek to do.

AIMS AND OBJECTIVES

- To establish a clear and consistent policy that outlines the expectations for pupils and staff.
- To establish the appropriate response when sanctioning a pupil after an incident, should it occur.
- To ensure that all pupils and staff are aware of this policy and fulfil their obligations to it.
- To educate pupils to avoid unacceptable behaviour.

Who is this policy for?

This policy has been devised in consultation with key stakeholders in school: pupils, staff, parents and Governors.

This policy has taken into consideration the following laws and guidance:

The Education Act 1996

Education and Inspections Act (2006)

Department for Education guidance 'Behaviour and Discipline in schools' (January 2016)

'Use of reasonable force guidance' (July 2013)

Behaviour for Learning at Oakwood High School

Taken from the Teaching and Learning Agreement September 2016

Pupils at Oakwood High School are expected to practise the 5Rs: respect, resilience, reflection, resourcefulness, responsibility (see Appendix 1). This can be seen in all aspects of the school day and in all areas of the school.

Ready to Learn
Engaged
Suitably dressed and equipped
Progress is made
Excellent Standards of behaviour
Consideration for Others
Tidy Environment

“Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.”

DfE Teachers Standards 2015

Classroom expectation posters are displayed in every teaching area and corridor expectations posters can be seen throughout the building (See Appendix 2 and 3) There is a clear reference to the school Rewards and Consequence logs moving from stage 1 (R1 and C1) to stage 5 (R5 and C5) and pupils are made aware of this by regular reference in class. Pupils and parents have access to Go4Schools and are encouraged to keep up to date with the pastoral data of achievement and behaviour. There is also an emphasis on the importance of attendance and punctuality. Academic progress is also available for pupils and parents to reference on each pupil's homepage. Personal Learning Tutors regularly monitor this data for each child within their tutor group giving praise and setting targets.

General expectations that pupils should aim to meet:

- Arrive at school by 8.30 a.m. and be ready to begin lessons by 8.40 a.m.
- Do your best at all times, always giving 100%
- Follow all staff instructions first time, every time
- Show the 5Rs (Responsibility, Reflection, Responsibility, Respect and Resourcefulness)

- Be polite at all times
- Stop talking when the teacher addresses the class
- Complete all class work and homework set and hand it in on time
- Put your hand up to answer a question and ask for help
- Always show consideration towards others. Allow everyone to reach his or her full potential.
- Help others when appropriate but without distracting anyone
- Wear full school uniform
- Attend every lesson, including tutor time and arrive on time
- Do not leave the classroom unless permission has been given by the teacher
- Bring all your equipment and a bag to put it in
- Make sure that all phones and other unauthorised electronic equipment are switched off and put away before entering the school grounds
- Violence is never acceptable on any occasion
- Do not shout and avoid arguments and confrontation
- Do not swear in any language and never use abusive language
- Be polite and helpful to everyone you meet in and out of the school
- iPads are only to be used educationally in class
- Put all litter in bins
- Do not write on / damage walls and furniture and report any damage to a member of staff
- Do not abuse the toilet facilities
- Vandalism of school property and equipment will be paid for
- Walk to the left on corridors
- Do not run, push or barge past others
- Line up quietly outside the classroom until your teacher arrives

Rewards

Rewarding positive responses and celebrating success is fundamental to encouraging high standards, motivating young people and raising self-esteem. We aim to set good habits early, establish regular, punctual attendance and good behaviour from the start, involving parents in the process.

It is expected that good standards of behaviour will be encouraged through the consistent application of our behaviour policy supported by a balanced combination of rewards and sanctions within a constructive school ethos.

Pupil achievement must be celebrated. This can be done in a number of ways:

- using the school reward system
- earning reward points on Go4Schools towards Prom/ Graduation/ trips
- 5Rs cards for Y7 and Y8 celebration
- top performers in each year group for ILEs
- Oakstanding celebration
- Sports Awards
- rewards assemblies and vouchers
- weekly Tutor group data for each individual House league table
- weekly House totals contributing to the Inter-House competition within the school
- attendance rewards
- using a Learning Zone's reward system
- letters/ InTouch commendation / emails to parents / carers
- displaying pupils' work (on display boards)
- sending pupils to the Head of Learning Zone or member of SLT to show good work
- Nominate pupils for Headteacher's Awards.

Consequences

All sanctions should be swift, fair and consistent.

All incidents should be recorded using Go 4 Schools, giving details of the incident, action taken, and where required, who is to be informed. A range of consequences can be used by staff, and in most cases this would be a gradual response.

1. Quiet word from a member of staff
2. Extra work or repeating unsatisfactory work until it meets the required standard.
3. Movement within the class seating plan
4. Sanction such as detention at break or after school which can legally be up to 59 minutes without notice although in most cases when a detention of this length is given a parent will receive 24 hours' notice.
5. Removal within the Learning Zone (buddy system)
6. Head of Learning Zone detention/report
7. Personal Learning Tutor report
8. Referral to Head of Learning Zone/Head of House for planned intervention

9. Arranging meetings with parents
10. Senior Staff intervention involving the Head of House
11. School based community service
12. Head of House report
13. Internal exclusion
14. Alternative to fixed-term exclusion
15. Fixed-term exclusion (confirmed with the Headteacher)
16. Respite
17. Managed Moves
18. Referral to outside agencies e.g. Early Help team, EWO, Social Care, Police etc.
19. External contracts e.g. ABCs,
20. Governor's Panels
21. Permanent exclusion (confirmed by Headteacher and Governors).

Consistent Approach to Behaviour

Oakwood High School places an emphasis on the importance of a consistent approach to behaviour. All members of staff are regularly kept up to date with key messages and policy changes through staff briefing, Learning Zone meetings and whole-school professional learning meetings. A high importance is placed on using consistent language when dealing with a number of behaviour issues and this can be seen in Appendix 4.

Behaviour Sanctions

It is important that pupils and parents recognise that all sanctions are given on a consistent basis. When an incident occurs each pupil has the opportunity to speak with a member of staff in a calm environment to explain the reasons for the behaviour. Pupils are given time to reflect on the incident and are often given the opportunity to make amends. Staff will be consulted on how the situation developed and a decision will be made as to the next steps. Heads of House have worked collaboratively to standardise the response to serious behaviour issues.

Punctuality

Punctuality is an important expectation as it develops good habits that can be used in later life. It is expected that all pupils are to be inside the building by 8.30am. School starts with

tutor-time at 8.40am where key messages, assemblies and tutor activities are delivered. If a pupil is late to school, the following will take place:

- An In Touch message will be sent to parents outlining a 20 minute detention at the end of that particular school day.
- This event will be logged as -2 points "Late to school" on Go4Schools.
- If a pupil fails to attend this will be logged as -3 points "Failed to attend late detention" and the detention is set for 30 minutes on the next day.
- If a pupil fails to attend the 30 minute detention, they are given a -4 "Failed to attend Lead Attendance Officer" log and a 40 minute detention is given.
- Failure to attend this will lead to a -5 "Failed to attend Assistant Headteacher" log and the sanction is a day on internal exclusion.

Detention

The Education Act 1997 supported by the Department for Education guidance 'Behaviour and Discipline in schools' (January 2016) gives schools the legal backing to detain pupils after the end of the school session on disciplinary grounds. Parental consent is not required for detentions. The law safeguards the rights of individuals and ensures reasonable limits on detention for children who misbehave. Detentions must be reasonable and proportionate to the offence and only be imposed by a teacher or member of support staff authorised to do so. Section 91 of the Education and Inspections Act (2006) states that 'the penalty must be reasonable in all circumstances' and that staff should take account of:

- Special educational needs and disability,
- Religious requirements,
- Pupil's age

Safeguarding concerns

After school detentions are used where staff know that by doing so would not compromise a pupil's safety. We will consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil is known to have a caring responsibility
- Whether the parents ought to be informed of the detention

For instance, notice may not be needed for a short after school detention when the pupil can get home safely,

Where suitable travel arrangements can be made by the parent for the pupil it does not matter if making these arrangements are inconvenient for the parent.

Exclusions

A range of exclusions are used and we ensure that the use of these is reasonable in all circumstances. Any decision, including the use of exclusion will be taken in line with the principles of administrative law, i.e. that it is: lawful, rational, reasonable, fair and proportionate.

Internal exclusion

Pupils are isolated from the mainstream environment for the day. Pupils complete re-tracking booklets that help them to reflect and recognise the impact of their behaviour on their learning and the learning of others. Pupils will then work 1:1 with a key member of staff to look at strategies that could be implemented so that a repeat of this behaviour does not occur. When a pupil has successfully completed this work they will then attempt school work that has been set by the class teacher during the course of the normal school day. After the successful completion of the Internal exclusion, the pupil will be given a Head of House report that the pupil will present to each teacher on his/her timetable.

Alternative to fixed-term exclusion

This sanction is given if the behaviour of a pupil is considered as such that their education should be continued away from the school site. The length of this sanction is generally for one day and time is given for pupils to reflect on the seriousness of their behaviour and strategies to avoid this behaviour will be given. On completion of this exclusion a re-admission meeting involving the pupil, parent/carer and Head of House will take place. A Head of House report is then issued for the start of the school day.

Fixed –term exclusion

A decision to exclude a pupil for a fixed period of time from school is carefully considered given the following circumstances:

- A breach of the school's policies,
- When allowing a pupil to remain in school would seriously harm the education or welfare of the pupil concerned, or the education and welfare of others in school.

The decision to exclude rests with the Headteacher, or in the Headteacher's absence members of the Senior Leadership Team. Parents have a duty to ensure their child is not in a public place during the first five days of any exclusion. In the rare instance of a pupil being excluded for a fixed period of more than five days the pupil will receive educational provision in an alternative setting from day 6 of their exclusion. We will ensure that reasonable steps are taken to set and mark work during the first 5 days of exclusion.

Pupils may only be excluded on a fixed term basis for 45 school days during an academic year, on the 46 day the exclusion will become permanent. Most fixed term exclusions will be from one to five days.

Following a fixed term exclusion a re-admission meeting involving the pupil, parent/carer and Head of House will take place. If the school deem it necessary, a member of the Senior Leadership Team or CYPO will also attend.

The meeting will review the reasons for the exclusion and consider the need for intervention to support the pupil in making better choices on their return to school. The consequences of further exclusions will be explained. If a parent/carer does not attend a return from exclusion meeting then the school retain the right to put the pupil on internal exclusion or a repeated Fixed-Term Exclusion until the meeting takes place. A Head of House report is then issued for the start of the school day.

Managed Moves

Where a pupil is at risk of repeated Fixed-Term Exclusions that could lead to a permanent exclusion, Oakwood High School works with a number of schools in Rotherham to arrange an opportunity for a pupil to stay in mainstream schooling and start afresh. Managed Moves are discussed with parents/carers whose opinion of which school their child is to attend is always taken into account. Regular reviews are arranged during the trial period which the school will attend. Most Managed Moves take place over a 10 week period. At this point the host school decides if the pupil is to move onto their roll, extend the trial period, or terminate the move. Oakwood High School also receives pupils from other Rotherham schools for Managed Moves.

Permanent exclusion

Where a student is permanently excluded the arrangement for the student to receive full time education from day 6 of the exclusion is the responsibility of the Local Authority. However, the school works pro-actively with other secondary schools in the locality (through twice monthly attendance at the SEMH pupil management group for Rotherham South and termly Fair Access Panel meetings) to make alternative provision for pupils at risk of permanent exclusion. Permanent exclusion is only used as a last resort and is usually the final step in the process of dealing with disciplinary offences. Permanent exclusion is an acknowledgement that the pupil has taken themselves beyond the care and control of the school. However, the Headteacher does have the right to permanently exclude for a 'one-off' offence where a serious breach of discipline has been committed. The ultimate decision to permanently exclude a pupil rests with the Headteacher. This decision would be confirmed at a hearing with members of the Governing Body and the Headteacher and beyond that there is a right of appeal to the Governing Body.

Behaviour in the community.

The Department for Education guidance 'Behaviour and Discipline in schools' (January 2016) gives schools the power discipline pupils for misbehaving outside the school premises to such an extent that is reasonable. This power gives Oakwood High School the right to discipline pupils when they are:

- Taking part in any school-organised or school-related activity,
- Travelling to and from school (including behaviour on buses) wearing school uniform,
- Or, at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, and could adversely affect the reputation of the school.

Any pupil whose behaviour is deemed inappropriate whilst on a trip/educational visit may be banned from further visits in the future (the length of which will be decided by the school).

Likewise pupils with excessive conduct points totals will not be permitted on visits outside of school. When pupils are wearing uniform they are ambassadors for the school and the behaviour of pupils outside of school can be considered as grounds for an exclusion.

Appendix 1

5Rs document



Resilience



Resourcefulness



Respect



Responsibility



Reflection

We are Oakstanding



EXPECTATIONS



**Follow instructions
FIRST TIME,
every time.**



**Be on
TIME.**



**RESPECT
each other.**



**Be PREPARED,
e.g., equipment:
pencil, pen,
ruler, iPad, kit.**



**Complete all
work to the
BEST of
your ability.**

REWARDS

CONSEQUENCES

R1 Praise	C1 Verbal Warning
R2 Positive Log	C2 Classroom Teacher Action
R3 Contact with Home	C3 Classroom Teacher Detention
R4 Learning Zone Reward House Award	C4 Learning Zone Action
R5 Headteacher Award	C5 House Action



Behaviour policy glossary and possible school actions:

The school will do all it can to investigate behaviour issues, however the school does not have to prove or disprove an allegation or incident occurred. Reasonable doubt and the balance of probabilities apply.

The power to search and confiscation

Under government guidance *Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (2014)*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf and in keeping with the *Education Act 1996 (s.550A) Education Act 2011 (Part 2)*, (supported by the Department for Education guidance 'Behaviour and Discipline in schools', January 2016), which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2. Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; or has been banned by the school rules.

Staff will only search pupils where there is reasonable justification or concern that they may be carrying a prohibited item.

The misuse of drugs

Staff must always refer any suspicions concerning misuse of drugs to a senior member of staff. All such reports will be investigated by the Senior Leadership Team in conjunction with Heads of House and the Police.

We have a separate policy that explains our approach and sanctions in greater detail. See Drugs Misuse policy.

Bullying

Oakwood High School disapproves of bullying in all its forms and considers it a most serious offence. As such, we have a separate policy that explains our approach and sanctions in greater detail (this can be viewed on the school website or be made available to parents/carers in school upon request). See Anti-bullying policy.

Assault

Physical Assault

Oakwood High School will not condone any form of physical assault for any reason and when assaults occur the pupils concerned will always be subject to serious sanctions. Parents/carers will be involved in all such cases, which may also be referred to the Police. Pastoral members of staff and the Senior Leadership Team may decide to use CCTV footage to investigate incidents occurring within the school grounds and to and from school.

Sexual Assault

The school will not tolerate any acts of sexual abuse or sexual assault. Parents/carers will be involved in all such cases, which may also be referred to the Police and other outside agencies, for example Social Services (Child Protection). The exclusion procedures will be initiated in all such cases. Consideration will be given for permanently excluding any pupil responsible for carrying out such an assault.

Sexual Harassment

Any cases of sexual harassment or alleged sexual harassment will be investigated thoroughly. All pupils involved in sexual harassment will be subject to serious sanctions which may include exclusion and all proven incidents will necessitate parental involvement, with possible Police involvement being an outcome.

Abuse of Staff

Any abuse of staff will not be tolerated. A pupil who verbally abuses or threatens a member of staff will be subject to serious sanctions and all reported incidents will necessitate parental/carer involvement.

Discrimination

The school will tackle any discrimination, harassment or any other form of discriminatory behaviour if it occurs. In the case of all forms of discriminatory behaviour, where pupils are victims, the formal procedures of the school will be strictly adhered to and all cases of discriminatory behaviour or alleged discrimination will be investigated thoroughly. All pupils involved in any form of discriminatory behaviour will be subject to serious sanctions and all proven incidents will necessitate parental involvement. Incidents will be logged with the Local Authority.

Theft

Theft of property, either belonging to Oakwood High School or to other pupils or staff will not be tolerated. In any proven cases of theft serious sanctions will apply, with a form of exclusion the probable outcome. All incidences of theft will be recorded and all cases of reported theft will be investigated thoroughly by Heads of House. Parents/carers of both the perpetrator and the victim will be informed. Outside agencies (such as the Police) will be involved if appropriate and in instances where the victims of theft or parents of victims involve the Police, the school will co-operate fully in any investigation.

Vandalism/Damage

Pupils and staff at the school are proud to spend their educational time in a brand new building for 21st Century learning. Vandalism or causing damage to property will not be tolerated and acts of wilful damage to property in school will be subject to serious sanctions. All acts of damage/vandalism will be recorded and all reported cases will be investigated and parents involved. The school will seek reparation where serious and/or deliberate damage occurs.

Offensive Weapons

Pupils must not bring into school, or carry on the way to and from school, any dangerous and/or offensive weapon. This includes knives, guns of any description (for example air pistols) or any item that the school considers its purpose being to threaten or cause injury to a pupil or adult, including fireworks.

Any pupil caught in possession of any such item (whether used or not) will be excluded and this could result in permanent exclusion.

The school may also refer the incident to the Police.

Use of reasonable force

'Use of reasonable force guidance' (July 2013) outlines the use of reasonable force within schools to prevent from hurting themselves or others from damaging property or from causing disorder. Examples where we may use reasonable force would include separating pupils who are fighting or to prevent a pupil causing harm to themselves. Any such use of force will be reasonable, proportionate and necessary.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All incidents where positive handling is required will be logged in the Serious Incidents Record Book held in Reception.