

Positive Behaviour Policy



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 Positive 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 Expectations of Staff, Visitors and Other Workers Statements.

At Oakwood High School staff and pupils work together to create a safe, inclusive and enjoyable school community in which our pupils and staff are able to achieve their potential. Oakwood High School is made up of a diverse and vibrant community of staff and pupils, where individuals work together, socialise, learn and develop in a safe, mutually supportive and non-threatening environment. We foster an atmosphere of mutual respect developing a creative and supportive learning environment in which pupils can thrive. We therefore ask that everyone acts as responsible, active citizens and demonstrates a positive attitude towards learning and work while attending the school. Staff recognise and reward positive behaviours with praise, supporting the development of pupils’ self-esteem and self-discipline.

The 5 R’s (Appendix 2) run through all that the school strives to do, and we believe that positive relationships should focus on cooperation and trust between parents, pupils and staff is the best method of dealing with any problems which may arise; coupled with a highly effective pastoral care system where early intervention is the key to success. We believe that all members of staff act as role models to pupils and that they should have high expectations for all pupils and that “Positive Behaviour for Learning” should be applied in all that we seek to do. Oakwood staff follow the “Care, Prepare, Repair (CPR)” handbook and an emphasis is placed on routines. We believe that pupils respond best when regularity is maintained and with what they expect will take place when in school. We also expect all staff to challenge negative behaviours, in order to maintain a positive and pleasant school environment for all. CPR strategies can be seen in Appendix 1.

Aims and Objectives

To establish a clear and consistent policy that outlines the expectations for pupils and staff.

- To drive the standards through rewards, routines, and engagement.
- 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)
- Department for Education 'Suspensions and exclusions guidance' (2021 update)

Associated policies

This policy should be read in conjunction with associated policies such as:

- Anti-Bullying policy
- Drugs Mis-use policy
- Use of reasonable force policy
- Attendance and punctuality policy
- Uniform policy
- Special Educational Needs policy
- Safeguarding including child protection policy

Positive Behaviour for Learning at Oakwood High School

Taken from the Teaching and Learning Agreement

Pupils at Oakwood High School are expected to practise the 5Rs: respect, resilience, reflection, resourcefulness, responsibility (see Appendix 2). 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

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 this 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:

- Verbal praise
- Peer to peer praise
- Positive phone calls home
- Letters/ InTouch commendation / emails to parents / carers
- Recognition in assemblies/tutor time
- Using the school reward system
- Earning reward points on Go4Schools towards Prom/Graduation/ trips
- 5Rs 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
- Displaying pupils’ work (on display boards)
- Sending pupils to the Head of Learning Zone, member of SLT or Headteacher to show good work
- Nominate pupils for Headteacher’s Awards.
- Peer ambassadors
- Prefect
- Senior Lead Prefect
- House Captain/Vice House Captain
- Head Pupil/Deputy Head Pupil

Classroom expectation posters are displayed in every teaching area and corridor expectations posters can be seen throughout the building (See Appendix 3 and 4) 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 am and be ready to begin lessons by 8.40 am
- Do your best at all times, and strive to be the best version of yourself
- Follow all staff instructions first time, every time
- Show the 5Rs (Responsibility, Reflection, Responsibility, Respect and Resourcefulness)
- Be polite at all times
- Listen 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 their full potential.
- Help others when appropriate but without distracting anyone
- Wear full school uniform; with school shirt tucked in
- Outdoor clothing should be removed inside the building
- Attend every lesson, including tutor time and arrive on time
- Stay in the classroom unless permission to leave the room 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
- Avoid arguments, confrontation and a raised voice
- Always use appropriate language with staff and peers
- Be polite and helpful to everyone you meet in and out of the school
- Chromebooks are only to be used educationally when in class
- Put all litter in bins
- Take care with the school facilities/building. Report any damage to a member of staff
- Use the toilet facilities correctly
- Vandalism of school property and equipment will be paid for
- Walk to the left on corridors
- Avoid making contact with others whilst on the corridors
- Line up quietly outside the classroom until your teacher arrives
- (see Appendix 3 and 4)

Consequences

Oakwood does not have a sanction driven policy but there are times where sanctions will be applied. All sanctions should be swift, fair and consistent. All incidents should be recorded using Go4Schools, giving details of the incident, action taken, and where required, who is to be informed. A range of consequences/strategies can be used by staff, and in most cases, this would be a graduated response. Major incidents are investigated thoroughly.

1. Quiet word from a member of staff
2. Final warning
3. Removal within the Learning Zone (buddy system)
4. Extra work or repeating unsatisfactory work until it meets the required standard
5. Movement within the class seating plan (prohibited when COVID-19 restrictions are in place)
6. Consequence log ranging from C1-5

7. Sanctions such as detention at break or after school which can legally be up to 59 minutes without notice although in all cases when a detention of this length is given a parent will receive 24 hours' notice
8. Head of Learning Zone detention/report
9. Personal Learning Tutor report
10. Referral to Head of Learning Zone/Head of House for planned intervention
11. Arranged meetings with parents
12. Senior Staff intervention involving the Head of House/HOLZ
13. School based community service
14. Head of House report
15. Internal exclusion
16. Alternative to fixed-term exclusion
17. Fixed-term exclusion (confirmed with the Headteacher)
18. Respite/Managed Moves
19. Referral to outside agencies e.g. Early Help team, Social Care, Police etc.
20. External contracts e.g. ABCs,
21. Governor's Panels
22. 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, with the promotion of routines both inside and out of the classroom. 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 level of importance is placed on using recognisable routines and language when dealing with a number of behaviour issues and this can be seen in Appendix 5.

Behaviour Sanctions

It is important that pupils and parents recognise that all sanctions are given on a fair and 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 and an equity for all pupils, regardless of House, is our goal. Serious incidents are checked by the Assistant Headteacher. All fixed term exclusions are issued by the Headteacher.

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 8.30 am. School starts with tutor-time at 8.40 am where key messages, assemblies and tutor activities are delivered. If pupils arrive after this time then they will be classed as late and this will be logged on Go4Schools as a 2-point log. Here a 20-minute detention will take place at the end of that school day, and parent's will be informed in good time using an InTouch message. If the pupil does not attend this detention, they will be given a chance to make amends by having a 30-minute detention the following day. Failure to attend this detention will lead to an after-school Assistant Headteacher's detention of 40 minutes at the end of the week. We understand that,

in exceptional circumstances, pupils may be late for school because of situations beyond their control. Staff will use their discretion when recording the late. If a pupil is late then an in-Touch message will be sent to parents or carers. It is important that all contact details are kept up to date.

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

Mobile phones

Mobile phones are allowed to be brought on site. Oakwood recognises that mobile phones provide a layer of safety for pupils when they travel independently to and from school. After the 8.30 am bell, phones must be kept out of sight. It is recommended that phones are switched off and put in the child's bag. It is not acceptable for phones merely to be put on silent. Pupils must never use their mobile phone to record or take photos of staff and other pupils. The school will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in the item being confiscated, and where appropriate, significant sanctions being taken:

- Accessing social media or games
- The phone making a noise, eg, ringing/notification alert in class
- Filming, taking images or making an audio recording of a pupil/member of staff without their consent.

Safeguarding concerns

After school detentions are used where staff know that by doing so, this 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.

Support structures for pupils causing concern

Pupils whose behaviour causes concern will be in receipt of some or all of the following support mechanisms:

- Restorative practice work
- Peer Mentor advice
- Contacts with parent/carer including from subject teachers, Heads of House, Learning Mentor, SLT
- Personal Learning Tutor/Head of House report
- change of class/half of year/Personal Learning Tutor
- Identified as a pupil for pastoral programmes, eg, Making Men
- Mentoring and support from school staff (including Heads of House, SENDCO/AIT, Learning Mentor, Head of Learning Zone, SLT)
- Placement on the SEND register and plan of support
- Education, Health and Care (EHC) Plan
- Information and guidance to members of staff to be considered when dealing with the pupil in question
- Referral to South Partnership early intervention CAMHS
- Referral to CAMHS
- Referral to the Educational Psychologist
- Referral to Tier 2 counsellors
- Alternative curriculum
- Referral to Social, Emotional and Mental Health (SEMH) South Partnership pupil management group
- Alternative provision at an alternative setting for some or all of a pupil's school day, including respite/managed moves, use of specialist providers and the Pupil Referral Unit
- Direction off-site
- Referral to support services (eg, Visual Impairment, Hearing Impairment)

Suspensions (formerly referred to as exclusions)

A range of suspensions are used and we ensure that the use of these is reasonable in all circumstances. Any decision, including the use of a suspension will be taken in line with the principles of administrative law, ie, that it is: lawful, rational, reasonable, fair and proportionate. The final decision to issue a fixed term suspension rests with the Headteacher or in their absence, Deputy Headteacher. All suspensions must be communicated with both pupil and parents in a timely manner. Parents will also receive a formal letter explaining the reasons for this sanction.

Internal suspension (formerly internal exclusion)

Pupils are isolated from the mainstream environment for the day and this is recorded on Go4Schools. Pupils complete "reflection booklets" that help them to 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 suspension, the pupil will be given a Head of House report that the pupil will present to each teacher on his/her timetable.

Alternative to suspension (formerly 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 the majority of the school 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 suspension a readmission 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.

Suspensions (formerly fixed-term exclusion)

Oakwood always uses a suspension as a last resort. A decision to suspend a pupil for a fixed period of time from school is carefully considered given the following circumstances:

- A serious or persistent 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.

Parents will receive a phone call from their child's Head of House. Here the incident and the details of the exclusion will be explained. The decision to issue a suspension 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 5 days of any exclusion. In the rare instance of a pupil being suspended for a fixed period of more than 5 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 suspension.

Pupils may only be suspended on a fixed term basis for 45 school days during an academic year, on the 46 day the suspension will become permanent. Most suspensions will be from 1 to 5 days.

Following a suspension, a readmission meeting involving the pupil, parent/carer and Head of House will take place. If the school deems it necessary, a member of the Senior Leadership Team, Early Help/Social Worker or Police 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. The pupil will be given a "reflection booklet", which should be completed during the time of the suspension. This should be completed to a good standard and will be used in the readmission meeting. Failure to complete this booklet can lead to the pupil and parent completing the work in the school reception area. After the readmission meeting, the pupil will work 1:1 with a member of the ARC team using this booklet. After this work has been completed, the pupil will then go to their subject lessons. If a parent/carer does not attend a return from suspension meeting then the school retains the right to put the pupil on internal suspension or a repeated suspension until the meeting takes place. A Head of House report is then issued for the start of the school day.

Governor's Panel

There are times where a pupil and their family will be invited to attend a Governor's Panel meeting. This will generally take place after a pupil has received their third suspension. Parents are asked to discuss why they believe their child has shown repeated serious behavioural misconduct. The Panel will also consist of a member of the Senior Leadership

team and a Head of House. The Panel will gather information from Go4Schools and will convene to decide the next step. The outcome can range from a further opportunity to make improvements to their behaviour, a managed move, alternative provision or in extreme cases, a recommendation for the Headteacher to consider a permanent exclusion if there is a further serious incident.

Managed moves

Where a pupil is at risk of repeated suspensions 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.

Alternative educational provision

At times there will be a need to provide education off-site for a pupil. This could take the form of Social, Emotional, and Mental Health work with selected outside providers. Parents will be fully informed of the aims of the provision and regular review meetings each half term will take place. Most cases retain a part of a pupil's timetable on the main Oakwood site. Where all attempts to maintain a partial timetable breakdown, a full off-site timetable will be used. The desired intention for any direction off-site is to gradually re-integrate each pupil to on-site lessons if there has been a positive change in behaviour and engagement.

Permanent exclusion

Where a pupil is permanently excluded the arrangement for the pupil to receive full time education from day 6 of the exclusion is the responsibility of the Local Authority. However, the school works proactively with other secondary schools in the locality (through twice monthly attendance at the SEMH pupil management group for Rotherham South, which also include Fair Access discussions) 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 to 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
- wearing school uniform
- in some other way identifiable as a student at the school.

When pupils are wearing the school uniform they are ambassadors for the school and the behaviour of pupils outside of school can be considered as grounds for a suspension.

At any time, whether or not the conditions above apply, this 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.

An example of community incidents whilst wearing school uniform are any forms of anti-social behaviour.

Previously for staff reference only but now in the policy for clarity of messages

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. Staff will search a pupil with another member of staff present.

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

Bullying by definition is repeated behaviour. 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 permanent 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 cooperate 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 given suspension. Where it is believed that a pupil wished to use this item with intent to threaten or cause physical harm, a permanent exclusion could result. 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.

New - Mobile phone Addendum to Behaviour Policy updated May 2021

Principles

Mobile phones are part of modern society and the majority of pupils will now own a mobile phone. We understand that for safety reasons pupils will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate web usage. As a school we strongly encourage our pupils to talk to each other and develop friendship groups at break and lunchtime, as opposed to using their mobile phones. As a result, the use

of mobile phones during school hours is completely forbidden, and pupils found using their mobile phone during school hours will be dealt with in accordance with this policy.

Purpose

- To clarify the school position on mobile phones.
- To ensure that staff, pupils and parents are fully conversant with the policy and understand the reasons for the policy.
- To support our positive behaviour policy, which aims for outstanding behaviour and safety of pupils across the school.
- To ensure that pupil welfare and safeguarding incidents associated with mobile phones are minimised.

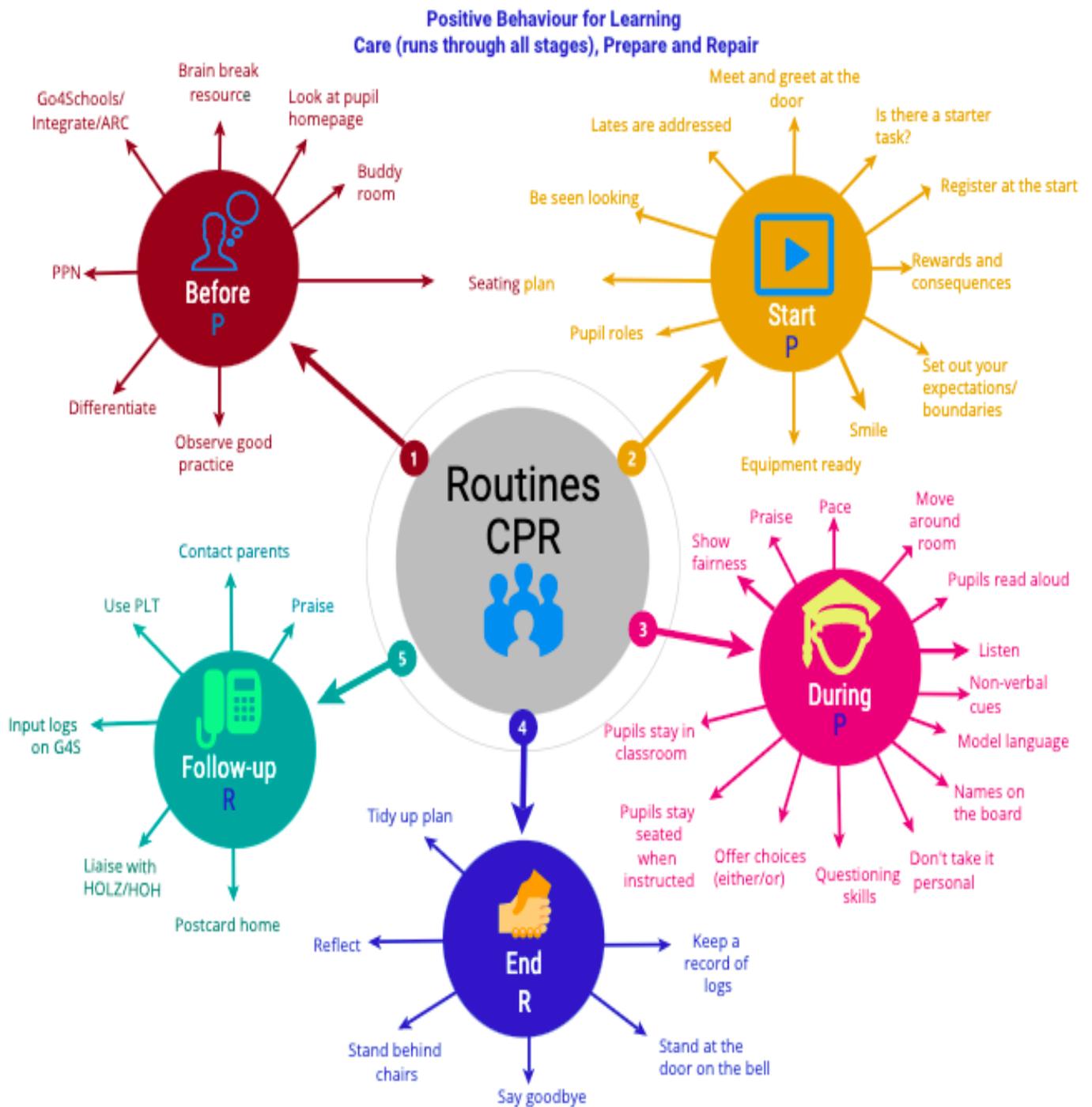
Guidelines

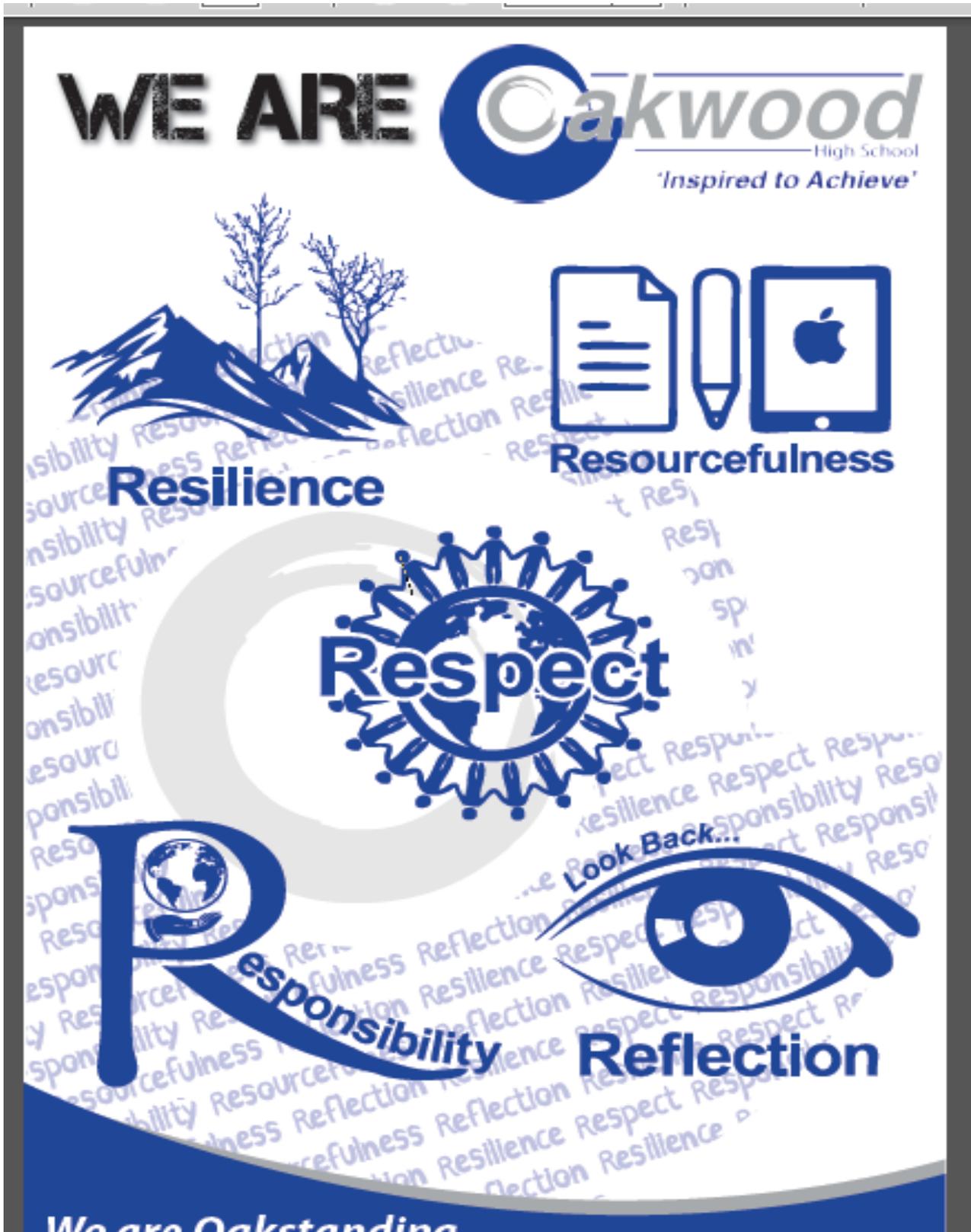
- Mobile phones must remain switched off during school hours. This includes break and lunchtimes. Mobile phones are not allowed to be used on site – this is defined as ‘inside the school building and grounds.’
- Any pupil seen using their mobile phone during school hours will have their phone confiscated. Phones must not be seen or heard.
- This includes the use of ‘Smart’ or Apple watches – the use of these is not allowed as they are effectively mobile phones and will be treated as such. Confiscated phones must be taken to reception where the phone will be secured in the school safe.
- After the first confiscation, pupils will be allowed to collect their phone at the end of the day. Parents will be required to collect the mobile phone following the second or any subsequent confiscations, parents are also allowed to collect the phone if confiscated on the first occasion.
- When a phone is confiscated parents need to be aware that there may be a time delay before the phone is able to be collected e.g. school has closed.
- Rarely will a parent indicate that they are unable to collect a phone. Pupils will be asked about how they plan to go home. If the pupil would benefit from having a mobile phone as they are travelling home alone, the decision to hand the phone to the child will be taken. For those walking home in a group, the decision to keep the phone overnight could also be taken.
- Pupils are allowed to use their phone to contact home relating to safety/transport, home reasons after a drama, music or sporting activity. In this instance, the pupil must ask permission to do so. Staff should allow pupils to use their phone on the school site if this is appropriate.
- Pupils who use their phone in school will be given an “item confiscated” log on Go4Schools. If this issue becomes persistent, the pupil will be referred to their Head of House who will then consider strategies such as a pastoral meeting or internal suspension.
- Pupils who are seen using their mobile phone and then refuse to hand over their mobile phone on request will be given an internal suspension and their parents will be contacted.
- Pupils must not use their phone to listen to music on site. Headphones/ear pods will be confiscated if seen in use.
- Pupils must not use their mobile phone to take photos, film or make an audio recording of staff or other pupils. Doing so will result in a suspension.
- Pupils will receive assemblies explaining the mobile phone policy and the policy will be placed on the school website for parents/carers to access.

- When issues with mobile phones exist that involve serious misuse of the phone, transmitting images, cyber bullying etc.; parents will be brought into school and the Malicious Communications Act will be explained to them. This states that parents are responsible for the phone and any issues resulting from the phone when it is used by a 'minor'.
- The creation of pages on social media using the Oakwood name or intended similarities will be classed as bringing the school name into disrepute. This will result in a fixed-term exclusion and Police involvement.

Appendix 1

CPR key strategies





Classroom Expectations Poster

EXPECTATIONS

Oakwood High School
'Inspired to Achieve'

- 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



Policy Review	Every year
Policy to be approved by	ELT and OHS LGB
Date of Review	October 2021
Approved by ELT and OHS LGB	
Next Review	September 2022
Lead Professional	Simon Willey, Assistant Headteacher
Communication	Via HR System, OHS website to all OHS staff