

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 safe 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 Rs (Appendix 2) thread 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. This 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 and positive regard 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 consistently applied. Pupils can concentrate on their learning when the routine things they expect to take place do so on a daily basis. In order to maintain a positive and pleasant school environment for all, we also expect all staff to challenge negative behaviours. 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:

- Education and Inspections Act (2006)
- The Equality Act (2010)
- Department for Education guidance: “Behaviour and Discipline in schools” (2016)
- ‘Use of reasonable force guidance’: (July 2013)
- Department for Education guidance: “Preventing and tackling bullying” (2017)
- Mental health and wellbeing provision in schools 2018
- Keeping Children Safe in Education: (2023)
- Department for Education guidance: “Suspensions and exclusions” (2021)
- Department for Education guidance: “Behaviour in schools: advice for headteachers and school staff” (2022)
- Department for Education guidance: “Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies” (2023)

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
- Mobile phone policy
- Special Educational Needs policy
- Safeguarding including child protection policy
- Sexual Violence and Harassment Procedures.

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, and staff who are involved in pupils' learning, are expected to employ a 360-degree approach and view the child holistically. The needs of pupils should be taken into account when planning and teaching; CPR strategies are included in the Class Profiles. Leaders are expected to review the behaviour incidents in their subject areas and respond appropriately to support the development of their teams.

“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
- “Bueno” nominations (teacher recommendations)
- Top performers in each year group for ILEs

- “Oakwood Awards” celebration
- Sports Awards
- Rewards assemblies and vouchers
- Graduation events
- 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 a.m. and be ready to begin lessons by 8.40 a.m.
- 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.
- Ask for help.
- Always show consideration towards others. Allow everyone to reach their full potential.
- Help others when appropriate but without distracting anyone.
- Wear a full school uniform; with a 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 to be fully charged and 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; use of the one-way system during busy time.
- Stairs in pairs.
- Avoid making contact with others whilst on the corridors.
- Line up quietly outside the classroom until your teacher arrives.
- (see Appendix 3 and 4)

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, Research and Impact Groups, Quads, Learning Zone/ Subject 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. This will be shared with staff throughout the academic year.

All staff at Oakwood can contribute to the positive behaviour policy by:

- firmly and consistently applying policies to promote positive behaviour;
- being effective role models, showing good manners and setting a good example;
- practising good behaviour towards everyone;
- teaching and showing appropriate behaviour and being prepared to give positive feedback when it is seen;
- showing respect towards each individual pupil;
- not accepting bullying, discrimination or any other anti-social behaviour;
- being fair and consistent;
- catching pupils being good;
- responding quietly, calmly, positively, politely and consistently within all situations;
- listening;
- handling confidential information sensitively;
- avoiding labelling pupils or having bias.

Consequences

Oakwood does not have a sanction driven policy but there are times where sanctions will be applied. For all types of negative behaviour, a consequence will be applied. Consequences do not specifically mean a sanction. Low-level behaviour can be met with an acknowledgement that a particular behaviour is not acceptable and should not continue. In most instances, pupils are given a “chance” to stop the behaviour. Where sanctions are applied, they 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.

The list below of potential consequences is not exhaustive.

1. Quiet word from a member of staff
2. Use of the term “chance.”
3. First formal warning (C1)
4. Final warning (C2)
5. Removal within the Learning Zone using the “buddy system.” (C3)
6. Removal from the “buddy room” and taken to the Reset room (C4)
7. Extra work or the repeating of unsatisfactory work until it meets the required standard
8. Movement within the class seating plan
9. Consequence log ranging from C1-5 and commensurate sanction
10. 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 usually receive 24 hours’ notice
11. Head of Learning Zone detention
12. Personal Learning Tutor contract
13. Referral to Head of Learning Zone/Subject Lead/ Head of House for planned intervention
14. Arranged meetings with parents
15. Senior Staff intervention involving the Head of House/HOLZ
16. School based community service
17. Head of House contract
18. Internal suspension
19. Alternative to fixed-term suspension
20. Fixed-term suspension (confirmed by the Headteacher)
21. Direction off-site/respite/managed moves
22. Referral to outside agencies e.g. Early Help team, Social Care, Police etc
23. Governor’s Panels
24. Permanent exclusion (confirmed by Headteacher and Governors).

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.

Restorative approaches

Where possible, the school will use restorative approaches to help children to address negative behaviour. Restorative approaches are a collective term for a range of flexible responses, ranging from informal conversations through to formal facilitated meetings.

Restorative approaches work to resolve conflict and repair harm. They encourage those who have caused emotional or physical harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered emotional and physical harm the opportunity to have their harm or loss acknowledged and amends made.

Adopting restorative approaches into daily practice supports emotional and social development and literacy, and equips children and young people with problem solving skills as well as the ability to manage conflict when it occurs.

This approach is not “restorative justice” and there will be times that a sanction will also be applied.

Punctuality

Punctuality is an important expectation as it develops good habits that can be used in later life. Recognition for the vast majority of pupils should be given at key points throughout the year. It is expected that all pupils are to be inside the building by 8.30am. School (learning) starts with tutor-time at 8.40am 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 parents will be informed in good time via email 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. Where a pupil does not attend this detention, it 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 a message will be sent to parents or carers. It is important that all contact details are kept up to date.

Punctuality to Lessons

Pupils are expected to be in tutor time and lessons on time. This means before the 8.40am bell for tutor time, within the first 5 minutes of period 1 and before the lesson bells for periods 2,3, and 4. If pupils arrive late, they should be marked as late by the teacher.

Detentions

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 always required for detentions, but in cases where a detention is longer than a brief after-school detention, staff are directed to make contact with home. At times this could be on the same day, but general practice is for the next school day. 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. School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. Staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention (in many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice

may not be necessary for a short after-school detention where the pupil can get home safely);

- whether suitable travel arrangements can reasonably be made by the parent for the pupil, regardless of inconvenience.

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 8.35am bell, phones must be off and 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
- messaging
- the phone making a noise e.g., ringing/notification alert in class
- filming, taking images or making an audio recording of a pupil/member of staff without their consent.

Strategies 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, Pupil Engagement Coach, Personal Learning Tutor, SLT
- Personal Learning Tutor/Head of House contract
- change of class/half of year/Personal Learning Tutor
- information and guidance to members of staff to be considered when dealing with the pupil's behaviour in question
- identified as a pupil for pastoral programmes
- mentoring and support from school staff (including the ARC team, Heads of House, SENDCO, Head of Learning Zone, SLT)
- referral to school counsellor (provided by MIND)
- referral to the school nurse
- external support agencies e.g., CEASE, CAMHS,
- seek advice from the Educational Psychologist and other specialist teams
- placement on the SEND register & profile of need created
- Access to alternative curriculum
- referral to South Partnership pupil management group, referral to LA Secondary Inclusion Panel
- access to alternative provision at an alternative setting for some or all of a pupil's school day, including respite/managed moves
- Off-site direction

Suspensions/ Permanent Exclusions

A range of suspensions are used and the school ensures that the use of these is reasonable in all circumstances. Any decision, including the use of a fixed-period suspension, will be taken in line with the principles of administrative law, i.e., 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

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

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.

Fixed-Period Suspension

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
- 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 rest 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, usually via the pupil’s Chromebook.

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, but could be up to a maximum 15 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.

Where a suspension is given for a total of 10 days, a readmission meeting will be held where a member of the Senior Leadership Team will also be present with the Head of House of the child.

The meeting will review the reasons for the suspension 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 contract is then issued for the start of the school day.

Oakwood High School follows the Equality Act 2010 (the Equality Act). It states that schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to suspend a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of suspension. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The headteacher and Governing Board must comply with their statutory duties in relation to SEND when administering the suspension process. This includes having regard to the SEND Code of Practice. Under the Children and Families Act 2014, relevant settings have a duty to use their ‘best endeavours’ to meet the needs of those with SEND. It is unlawful to suspend for a non-disciplinary reason. For example, it would be unlawful to suspend a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil’s parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers’ academic instructions could be subject to suspension.

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.

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 and agreement should be given. The 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.

Off-site Direction

Where a graduated response has been used with a pupil and there has been no improvement to their behaviour, an Off-site Direction can be issued by the Headteacher. The

Education Act 2002 states “The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.” Parents will be notified of the educational setting that is to be provided and there is an expectation that the pupil will attend. This provision will be time-bound and a reintegration meeting will be arranged before the child returns to Oakwood. Non-attendance will be tracked by the Attendance team, and the SAMP process followed.

Behaviour in the community

The Department for Education guidance ‘Behaviour and Discipline in schools’ (2022) 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 or in some other way identifiable as a pupil of the school
- in some other way identifiable as a pupil at the school.
- a threat to the safety of others
- adversely affecting the reputation of the school
- known to have shown hurtful and threatening online conduct.

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.

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 Confiscate

Under government guidance *Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (updated 2023)* School staff can seize any prohibited item found as a result of a search.

Schools and their staff are an important part of the wider safeguarding system for children.

They can also seize any item they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

School staff can search a pupil for any item if the pupil agrees. Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol;
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
- to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations
- tobacco and cigarette papers
- e-cigarettes or vapes
- fireworks
- pornographic images.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. The school will consider the age and needs of the pupils being searched or screened. At Oakwood, the majority of instances are termed as a "bag check."

The ability to give consent may be influenced by the child's age or other factors.

The Designated Safeguarding Lead (DSL) or Deputy will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the Designated Safeguarding Lead (or deputy) without delay if they believe that a search has

revealed a safeguarding risk. This information will be recorded on CPOMS and parents will be informed.

Confiscation

Items listed above will be stored on the school site in a safe place, away from children and staff. The Police will be informed where required.

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

School should be a safe place for all pupils. 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/Harrassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. These will be dealt with by the Child Protection Team. Some situations are clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law (as set out at paragraph 4); and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting or nudes / semi nudes).
- this includes children making and sharing sexual images and videos of themselves.

The school is not alone in dealing with sexual violence and sexual harassment; statutory partners such as Children's Services and the police may need to become involved in some cases. Parental involvement will also be used. It is likely that any issues will extend beyond school.

For the purposes of this process, we use the term 'victim'. It is a widely recognised and understood term. The school recognises that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, the school is conscious of this when managing any incident and is prepared to use any term with which the individual child is most comfortable.

For the purpose of this process, we use the term 'alleged perpetrator'. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child. Consideration will be given for permanently suspending any pupil responsible for carrying out such an assault

Where there has been a report of sexual violence the Designated Safeguarding Lead will make an immediate risk assessment factoring: -

- the victim
- the alleged perpetrator
- other children (and sometimes staff)
- lessons where the victim and alleged perpetrator are together
- transport.

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.

Equality

Under government guidance: The Equality Act 2010, schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil, in relation

- to admissions,
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service,
- or by suspending/excluding a pupil or subjecting them to any other detriment.

Incidents of discrimination are recorded under specific logs on Go4Schools. At this point the victim is supported and their family informed. An investigation takes place, led by a Head of House, and where evidence indicates that the incident wilfully took place, the pupil is sanctioned and their family is informed.

Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity.

Reasonable adjustments

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows. *Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.*

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. There will also be reparation to educate the perpetrator on their discriminatory actions.

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 new, modern 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 a 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

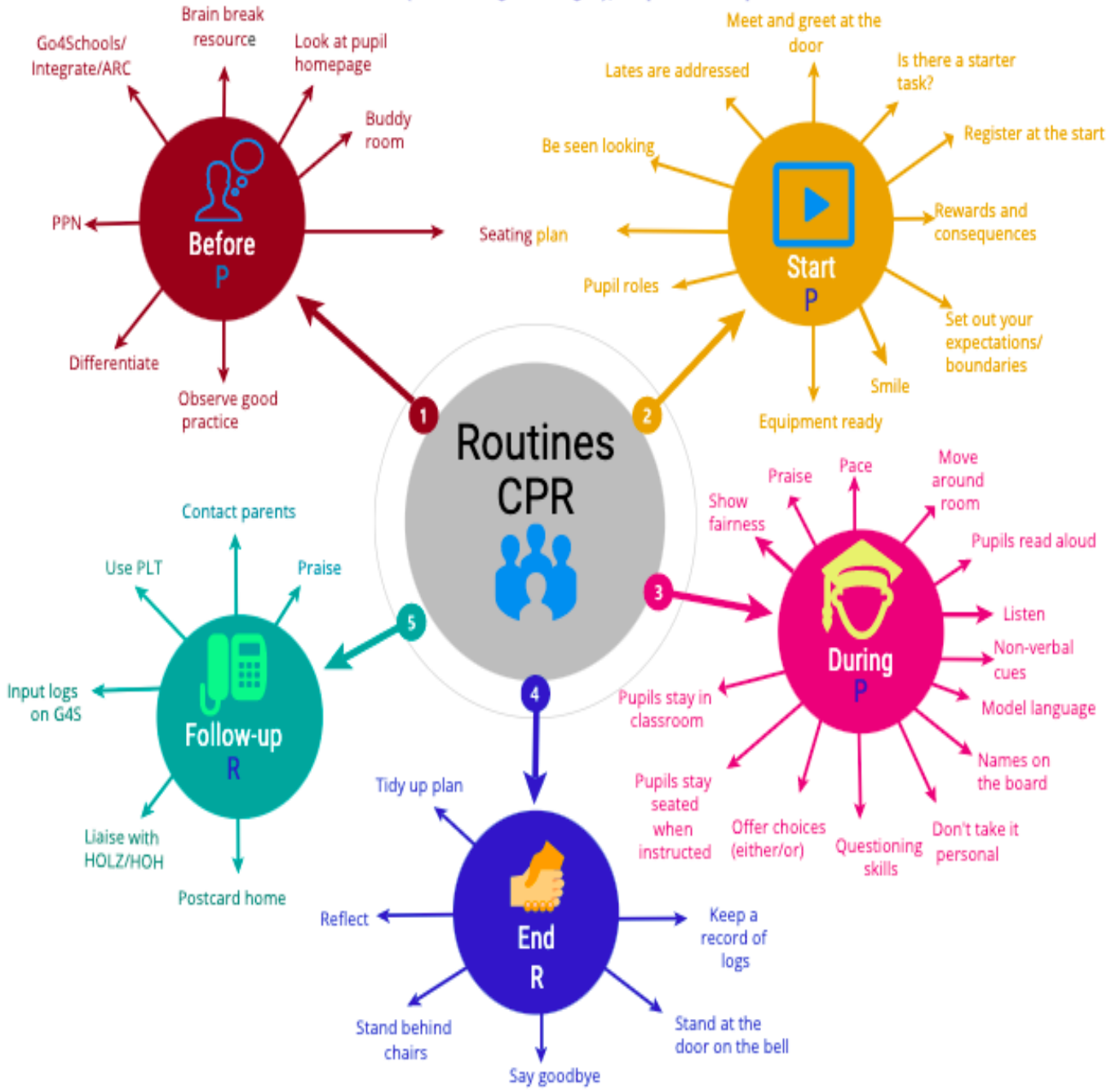
'Use of reasonable force guidance' (July 2013) outlines the use of reasonable force within schools to prevent from hurting themselves or others from damaging property or from causing disorder. Examples where we may use reasonable force would include separating pupils who are fighting or to prevent a 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 on the Serious Incidents Record document held in Reception.

Appendix 1

CPR key strategies

Positive Behaviour for Learning
Care (runs through all stages), Prepare and Repair



Appendix 2

5Rs document

Oakwood HIGH SCHOOL

5 Rs

Resilience
When you are resilient you

- Keep trying even when it is difficult
- Constantly aim high
- Try to overcome obstacles to your learning
- Work hard to understand things that are beyond your usual level/grade
- Are persistent and are determined to succeed
- Show commitment to your learning

Respect
When you are respectful you

- Listen to what people say without interrupting
- You demonstrate positive behaviours
- Accept that other people are entitled to have different views from you
- Are polite, using please and thank you when appropriate
- Make sure you do not interrupt other people's learning
- Follow staff instructions

Responsibility
When you are responsible you

- Are ready to learn in all lessons
- Take charge of your own actions
- Rely on yourself to remember things
- Make sure you have all your equipment
- Arrive at lessons on time
- Meet deadlines
- Consider how your behaviour affects other people's learning

Resourcefulness
When you are resourceful you

- Think creatively about your learning
- Find imaginative ways to tackle a problem or task
- Find ways of revising that help you understand and remember
- Look for alternative ways to achieve what you are aiming for
- Find someone to help you
- Use other resources like books or the Internet to get more information
- Are independent, flexible and adaptable

Reflection
When you are reflective you

- Take time to think about your work
- Consider how you could improve your work
- Think how you could take up more opportunities offered
- Use level guidance to see how to improve
- Set yourself targets to help you progress
- Read teacher comments and act on them
- Transfer learning from one area to another

Resilience
I can't do it
RESILIENCE

Respect
RESPECT

Responsibility
RESPONSIBILITY

Resourcefulness
RESOURCEFULNESS

Reflection
REFLECTION

Appendix 3

Classroom Expectations Poster

REWARDS & CONSEQUENCES

Take Responsibility
Show Resilience
Be Reflective

REWARDS		CONSEQUENCES	
PRAISE	Name on board	CHANGE	Name on board
R1 +1	Met Expectations	C1 -1	Not Met Expectations
R2 +2	Beyond Expectations	C2 -2	Not Met Expectations Again
R3 +3	Star Pupil	C3 -3	Removal From Classroom

We Are: **Oakwood** HIGH SCHOOL
INSPIRED TO ACHIEVE

Show Kindness and Respect
Be Resourceful;
NEVER GIVE UP

Reflection Responsibility Respect Resourcefulness Resilience

Review Date by governors: June 2025