



## Behaviour Policy

Document Control - Document Details	
Document Name	Behaviour Policy
Purpose of Document	
Document Version number	4
Document Owner	Ms E Green Assistant Headteacher
Prepared by	S Watkin
Document location	T:\0-School Administration\01-College Policies\Approved policies 2020-2021
Date of first draft	June 2018
Date Approved	19.07.21
Approved by	Governing Body
Next scheduled review date	July 2022

Version History		
Version number	Date Approved	Change/Reasons for Change/Comments
1		New Policy
2		
3		
4		
5		
6		

Distribution list		
Governors		
Head		
Leadership Team		

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

*The school aims to promote a positive environment in teaching areas and around the site. So that learning is effective and staff and students feel safe and respected. In order that students, staff, parents and governors are fully aware of the expected behaviours of students within lessons, around the school and off site we have defined some of the behaviours which we would consider to be unacceptable.*

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Incorrect use of a mobile phone
- Failure to follow instructions given by a member of staff

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Persistent refusal to follow staff instructions
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Making an allegation against a member of staff that is shown to be malicious
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vape pens
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the students)

#### **4. Disciplinary responses to an incident involving illegal/unauthorised drugs**

The following are considered offences:

- The use of an illegal/unauthorised drug
- The possession an illegal/unauthorised drug
- Intoxication from an illegal/unauthorised drug
- The supply of an illegal drug
- The possession or supply of equipment for use of an illegal/unauthorised drug

If a student on the balance of probabilities is deemed to have committed any of the above offences then the following sanctions may be applied. They can expect to be excluded from Oathall. This may be for a fixed period of time or permanently. Permanent exclusion is very likely if the supply of an illegal drug is involved or the incident involves a second or repeated drug related offence.

Note: Unauthorised drugs can present a serious risk to a student's health and safety.

#### **5. Bullying**

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

Bullying is therefore:

- Deliberately hurtful

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

Bullying can include

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of school's approach to preventing and addressing bullying are set out in our anti-bullying guidance which can be found on our website.

## 6. Roles and responsibilities

### 6.1 The governing body

The governing body is responsible for reviewing and approving the Oathall 8 student responsibilities (Appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents

#### **6.4 Parents**

Parents are expected to:

- Support their child in adhering to the school behaviour expectations and code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, form tutor or HoY promptly

#### **7. Student code of conduct**

Students are expected to:

- Follow staff instructions (for example if a member of staff is requesting the student hands them their mobile phone)
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside the school

#### **8. Rewards and sanctions**

*The school aims to promote a culture of praise and encouragement in which all students can achieve. The school aims to have a staged response to poor behaviour and to use Restorative Justice approaches as appropriate. The Rewards and Consequences system aims to record information about student behaviour and communicate both positive and negative interventions to parents.*

##### **8.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Verbal praise
- Credits logged on Insight
- Letters or phone calls home to parents
- Special responsibilities/privileges
- House competitions
- Student of the fortnight for KS4
- Praise via assemblies
- Certificate of Distinction
- Awards and badges
- Signing of the Achievement Record Book

The school may use one or more of the following sanctions in a staged response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of class to work in another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school ranging from 10 minutes to 90 minutes
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Time in the Inclusion Room where classwork will be completed
- Alternative provision out of the mainstream for fixed period or longer term
- Directed off site to approved alternative provision.
- Fixed term and permanent exclusions

## **8.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site: when representing the school, such as on a school trip; travelling on the way to or from school; or any behaviour that brings the school into disrepute or has repercussions in school.

## **8.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **9. Behaviour management**

### **9.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Oathall 8 and rewards opportunities and House competitions
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of the lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 9.3 Confiscation

**Any prohibited items (listed in section 3) found in a student's possession will be confiscated.** These items will not be returned to students.

We will *also* confiscate any item which is harmful or detrimental to school discipline. These latter items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## 9.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **10. Student transition**

To ensure a smooth transition to the school, year 6 students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new setting for those students transferring to or from other schools.

## **11. Training**

New staff are provided with training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development for all staff.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body every year. At each review, the policy will be approved by the headteacher and chair of governors.

## **13. Links with other policies**

This behaviour policy is linked to the following policies and guidance which can be found on the school website:

- Safeguarding policy
- Anti-bullying guidance
- Mobile phone policy



## Appendix I

### Student Responsibility

**Attitude & Independence**  
You are motivated to try your best every lesson, to work independently, to attempt challenging work and keep going even if you find it tricky.

**Equipment**  
You arrive to each lesson prepared with the correct equipment.

**Uniform**  
You wear your uniform in line with school policy, amending it if asked to do so.


**Assessment of your own work and others**  
You know where you are working at and how to progress. You regularly assess your own work and that of others and suggest and make changes to improve.

**Follow instructions without question**  
You will listen to and follow your teacher's instructions, as you understand it is for the benefit of your learning.

**Behaviour**  
You behave positively to encourage a classroom of learning and do not hinder the progress of others. You are a model citizen within your house community.

**Meet deadlines**  
You organise yourself to meet deadlines set by teachers within lessons and for homework. Ensure you give yourself enough time to complete tasks to the best of your ability.

**Punctuality**  
You have a sense of urgency to ensure you arrive on time to your lesson. No excuses!

The logo of Oat Hall Community College is a circular emblem. It features a large, stylized number '8' in the center, which is surrounded by a wreath of leaves. The words 'OAT HALL' are written in a semi-circle above the '8', and 'COMMUNITY COLLEGE' is written in a semi-circle below it. Two small birds are perched on the left and right sides of the wreath, facing outwards.