



BEHAVIOUR FOR LEARNING POLICY

Last Review:	Sept 2022
Committee:	PSW
Date Ratified:	29/09/2022

1. Rationale

- 1.1 At Oldfield School, we have high regard for the educational progress, personal development, and the well-being of every student. Effective teaching and learning can only take place within an orderly atmosphere and nurturing environment.
- 1.2 Where instances of unacceptable behaviour occur intervention will be timely, restorative, and effective.
- 1.3 The school is committed to ensuring that there is an ethos of praise and rewards but recognises that clarity is vital when dealing with transgression to our school rules. Child protection and safeguarding procedures will be in place to provide a safe, secure, and supportive learning environment.
- 1.4 This document should be read in conjunction with the following policies:
 - Attendance policy
 - Teaching and Learning Policy
 - Safeguarding Children Child Protection Policy
 - Online Safety Policy
 - Drugs Policy
 - Mobile Phone
 - Acceptable Use policy
 - Uniform requirements (website)

2. Behaviour for Learning

- 2.1 Behaviour for Learning emphasises the crucial link between the way in which students learn and their social knowledge and behaviour. The focus is upon establishing consistent and positive relationships alongside a culture of high expectations.

Behaviour for Learning has implications for students, teachers, parents and other professionals. Its principles can be applied to all students and not just those whose behaviour is challenging. It applies as much to teachers and their relationship with students as much as it applies to the students themselves.

- 2.2 Positive behaviour in school is based on respect (for ourselves, for others and for authority), equality of opportunity and social inclusion. Developing outstanding teaching and learning remains the focus of Oldfield School and this can be aided with the promotion of behaviour improvement.
- 2.3 Sanctions and incentives will be used as a measured response to actions displayed by students. Those who exhibit and demonstrate behaviour that affects the learning and behaviour of others in a negative manner will be provided with support and guidance first instance.

3. Student Conduct

- 3.1 All students are expected to comply with a number of 'non-negotiables' both within the classroom and during social time (including on the way to and from school and the duration of school trips and visits). These rules form part of the home-school agreement. They are as follows:

Classroom Culture

- A register will be taken at the start of the lesson. All students will respond 'Yes/good morning, Miss' or 'Yes/good morning, Sir'
- All students will stand behind their chair for a uniform check, before being dismissed at the end of a lesson.
- Students will talk when invited.

Corridor Conduct

- Everyone will walk on the left.
 - All litter will be placed in the bins around the site.
- 3.2 Our Student Conduct expectations are displayed in every classroom to remind students of our key expectations with regards to Behaviour for Learning. Students are reminded of these expectations in regular assemblies and tutorials.

4. Procedures for supporting the development of good behaviour

- 4.1 Staff will intervene and challenge students who do not follow the school's rules. Staff will use the stepped approach for rewards and sanctions, to support students to work within the school's behaviour boundaries.
- 4.2 Where students are unable to do this a member of the Senior Leadership Team or Head of Year Team will be called on to intervene. Students who fail to comply at this level will face the possibility of being internally excluded for a fixed period of time or receive a suspension.
- 4.3 In order to maintain a consistent approach to dealing with challenging behaviour, incidents will be dealt with by respective members of staff depending on the seriousness. Incidents are dealt with using tiered interventions (Appendix 2).
- 4.4 Each levelled incident is the responsibility of respective members of staff. Staff may call on senior staff to support them with situations.

4.5 Following every sanction there will be a restorative conversation.

5. School Uniform

- 5.1 All students are expected to wear their school uniform correctly at all times. Additionally, they are expected to wear their uniform correctly to and from school as they are representing Oldfield School within the community. Tutors should undertake a uniform check daily and follow up on any uniform infringements. Teaching staff should check uniform at the end of each lesson prior to dismissing the class
- 5.2 Persistent failure to follow the Uniform policy should be referred to the tutor, Head of Year or SLT as necessary. Repeated failure to conform to the uniform policy may result in the student being sent home to correct the uniform infringement or being internally excluded.

6. Rewards System

- 6.1 We appreciate the importance of recognising the achievements of our students both in and outside of the classroom. Praise and a variety of individual and group rewards are used to promote, teach and support positive behaviour and to recognise achievement.
- 6.2 The Positive Behaviour Framework is based on a House Point system and is outlined in Appendix 1.

7. Searching Students

7.1 Members of staff can search students with their consent for any item. The Headteacher and staff authorised by the Headteacher have the ability to search students or their possessions, without consent, where they suspect the student has a prohibited item. Prohibited items include:

- knives and weapons
- alcohol
- stolen items
- illegal drugs
- drugs
- smoking paraphernalia including e-cigarettes
- fireworks

8. Use of Physical Restraint

8.1 The Education and Inspections Act 2006 (s.93) sets out the power of members of staff to restrain students. A member of staff may use reasonable force to prevent a student from:

- committing an offence;
- injuring themselves or others;
- damaging property, including their own;

8.2 There is no legal definition of what constitutes “reasonable force”, however, the degree of force must be proportional to the incident and the minimum to achieve the desired result. “Reasonable force” might be justified, for example, in the following situations:

- violent behaviour by a student such as fighting or attacking a member of staff or another student;

- acts of vandalism;
- behaviour by a student, such as rough play, the misuse of objects or running in the corridor, which is likely to cause personal injury or damage to property;

8.3 Staff must exercise great caution in the use of force and always try to use other means to resolve a situation. Staff should not act in a way which might cause pain or injury. Staff should take due care to ensure that they do not place themselves at risk of injury and should use verbal commands where possible to diffuse a situation.

8.4 SLT and Pastoral Staff will receive restraint training.

Appendix 1

PROCESSES FOR REWARDING STUDENTS IN YEARS 7-11

The Rewards System:		
SYSTEM	PERSON	REASON
PRAISE Eg: verbal recognition	ALL STAFF	All aspects of positive behaviour/achievement in the school.
HOUSE POINTS to be spent in the school reward shop (recorded on SIMS and staff sign reward booklets)	ALL STAFF	All aspects of positive behaviour including academic, extra-curricular and community service.
REWARD TRIPS	HOH	Accumulation of house points each term. Students with the highest totals are selected to attend the reward trip.
HOUSE SHIELD for - <ul style="list-style-type: none"> • Points • Attendance • Sport 	HOH	Winning House for points at the end of Term 6.
SUBJECT REWARDS are termly awards recognising one student in Years 7-11 each term per subject	SUBJECT TEACHERS/ HOD/LOL	Excellent effort/achievement in classwork/ homework / examinations.
HEADTEACHER AWARD A student across the school is selected each month.	HEADTEACHER	All aspects of the school environment for going above and beyond their own personal expectations.
CELEBRATION EVENING (vouchers/certificates)	ALL STAFF	Attendance. Subject. Effort. Participation.

Appendix 2

PROCESSES FOR SANCTIONING STUDENTS IN YEARS 7-11

C1	<ol style="list-style-type: none">1. Warning given.2. Student is moved seats.3. Detention set, and restorative conversation held by <u>subject teacher</u>.4. Consequence is logged on SIMS (parents notified)
C2	<ol style="list-style-type: none">1. Student is 'parked' in an alternative class.2. 30 minutes Middle Leader Detention set, and restorative conversation held by subject teacher.3. Consequence is logged on SIMS (parents notified)
C3	Internal Exclusion
C4	Suspension

Appendix 3

BEHAVIOUR MONITORING REPORTS

A student can be 'on report' for a number of reasons as indicated below. Set targets will be checked by individual subject teachers at the end of a lesson. The tutor/ HOY/ SLT monitors reports at the start of each school day.

Behaviour Reports

Students whose behaviour is persistently poor will be placed on the Behaviour Register and be given a Stage 1, 2 or 3 report. A student who is causing concerns in two or more subjects or receives 3 or more behaviour points over a two-week period would be identified by the HOY to be placed on the behaviour register.

Return following suspension

Students who return from suspension will be placed on report by the relevant HOY/SLT for a period of two weeks following their re-admission to school.

Sanctions for failure to meet targets while on report:

Reports are checked at the beginning of each school day and if a student has failed to achieve a minimum of 4 targets over the two-week period will be placed in a 60-minute SLT detention. This detention will be manned by the Senior Leadership Team. Failure to attend will lead to a full day internal exclusion.

Recording / monitoring

A database of students on report will be maintained and updated by HOY as appropriate.

Appendix 4

PROCEDURE FOR STUDENTS WITH PERSISTENT BEHAVIOURAL CONCERNS

INITIAL CONCERN

S Students causing concern for persistently poor behaviour and/or receiving 3 or more behaviour points over a two-week period, will be placed on a Stage One Report with the tutor.

STAGE 1 (YELLOW)

1. Place on Stage 1 Report after discussion between HOY and tutor – student is placed on Stage 1 of the Behaviour Register.
2. Interview of student by tutor making concerns and expectations clear – set three targets.
3. Inform parent – standard letter.
4. Student placed on Stage 1 Report with targets for two weeks. HOY to be kept informed of progress weekly. Sanctions for not achieving targets to be put in place the following day after morning check.
5. **Either** agree removal from Stage 1 Report with HOY after successful completion of the monitoring period and send letter home – student removed from behaviour register.

Or move to Stage 2 with HOY.

STAGE 2 (AMBER)

1. Place on Stage 2 Report – student is placed on Stage 2 of the Behaviour Register.
2. HOY interviews the student making concerns and expectations clear. The same three targets are set. SLT to be informed by HOY via e-mail that the student is on Stage 2 Report and the targets that have been set for the student.
3. Inform parent – standard letter.
4. Student placed on Stage 2 report for two weeks. Sanctions for not achieving targets to be put in place the following day after morning check.
5. **Either** agree move from Stage 2 to Stage 1 with the tutor for 1 week after successful completion of the monitoring period and send letter home to this effect– record change on the Behaviour Register. Student continues with the same targets with the tutor. If successful, the student is taken off report after the week.

Or move to Stage 3 with SLT.

STAGE 3 (RED)

1. Place on Stage 3 Report – student is placed on Stage 3 of the Behaviour Register.
2. Student to be seen by SLT and HOY after student is placed on Stage 3. Expectations made clear to student. Three targets set. Staff to be informed by SLT via the bulletin that the student is on Stage 3 Report and the targets that have been set for the student.
3. Following the meeting a letter sent to parents giving details of expectations and including a statement that failure to improve will lead to fixed term exclusions. Signed by SLT.
4. Sanctions for not achieving targets to be put in place the following day after morning check.
5. **Either** agree move from Stage 3 to Stage 2 Report for 2 weeks with HOY and send letter home –Behaviour Register amended. Student continues with the same targets with the HOY. If successful, the student is placed on Stage 1 report with the tutor for 1 week and the Behaviour Register is amended.

Or placed on a Behaviour Support Plan (BSP) or Pastoral Support Plan (PSP)

BEHAVIOUR SUPPORT PLAN

If while on Stage 3 Report poor behaviour continues the student will be suspended for a fixed term.

1. Parents and student to be seen by SLT link and HOY on re-admission following the suspension. Review of interventions to support student, including the possibility of a BSP/PSP depending on individual need.
2. Letter to parents issued stating outcomes of the meeting and that continued refusal to accept school discipline may then lead to further suspensions and then to PEX. Signed by SLT.
3. Should a student be placed on a Behaviour/Pastoral Support Plan, this will be monitored by the SLT link and Head of Year over an 8-week period. Parents will be informed of in-school and external support and will agree ways in which their child's behaviour can be supported at home.

Appendix 5: EXCLUSIONS

Internal Exclusion

The student is internally isolated in school; curriculum work for the student is maintained by class teachers.

Suspension

The student is sent home for a number of days agreed by the Headteacher or designated lead teacher; curriculum work for the student is maintained by class teachers where possible; the student and parent/carer will be asked to attend a readmission meeting with the purpose of seeking a firm commitment from the student to improve behaviour.

Permanent Exclusion

The student has committed an incident, or a series of incidents of significant and serious concern; continued inclusion would negatively impact on the education and welfare of others in the school community.

Suspensions

A fixed period exclusion can only be authorised by the Headteacher (or Deputy in his/her absence). The SLT link or Head of Year completes an incident investigation form which ensures that all the appropriate steps are taken.

Protocols

- Suspensions are preceded by an investigation seeking a standard of proof that it is deemed probable that the student engaged in the alleged inappropriate behaviour.
- If there is an immediate threat to the health and safety of the student engaged in the alleged incident, or others in the school community, an immediate suspension may occur before a more detailed investigation is completed.
- Parents/Carers are contacted immediately and if available they will be asked to arrange for the collection and supervision of the suspended student. The student's welfare and the welfare of the school community are of primary concern.
- We are obliged to set and mark work for suspended students. The suspended student will be expected to complete homework on the first day of exclusion; additional work will in most cases be given directly to the student. In some cases where this is not possible work will be delivered to the student's main home address.
- If a Child in Care is suspended from school a designated lead teacher will co-ordinate formal discussions with the Local Authority; the school recognises that suitable provision needs to be made by the Local Authority.
- Only those who need to know the details of the suspension are informed.
- Following the student's suspension parents are requested to attend a readmission meeting to discuss their child's conduct, the context and implications of the incident and the development of support strategies. A member of the Senior Leadership Team will seek a firm commitment from the student that the inappropriate behaviour leading to suspension will not be repeated. Parents/carers are strongly advised to attend the readmission meeting to support their child; however, if they are unable to attend the meeting

all readmission procedures must still be adhered to; a record of the parents/carer's non-attendance will be made including support for student discussed.

- Parents have a right to make written representation to the Governing Body if they disagree with the Headteacher's reasons for a fixed term suspension. The Governors have no power to overturn suspensions totalling five days or less, or to remove the suspension from the child's file.
- Fixed term suspension may result in students being banned from representing the school at events/on school visits.

Permanent Exclusion

- If a student has already had several suspensions which have failed to produce improved behaviour or when a student commits a serious act of misbehaviour, this may lead to a Permanent Exclusion from school.
- If a student is permanently excluded the Student Disciplinary Committee of the Governing Body must meet within 15 school days of the exclusion to decide either:
 - to confirm the exclusion
 - or
 - to direct the Headteacher to re-instate the student.
- Parents have the right to appeal against the exclusion. Appeals are made to an Independent Appeal Panel.

Examples of behaviours that would lead to Suspension / Permanent Exclusions

Offences leading to a suspension, as agreed by the Governors:

- consuming alcoholic drinks on the school premises or on school trips (Refer to Drugs Policy)
- serious or persistent bullying.
- premeditated attacks on other students even if no or only minor injury is caused.
- theft.
- actual or threatened physical violence to self or others.
- behaviour which may place other students at risk.
- verbal abuse directed at staff.
- serious challenges to staff authority.
- intentional damage to property.
- serious or persistent racial and/or sexual harassment.
- serious or persistent disruption of other students' learning.
- using social networking sites to bring the school into disrepute, unsubstantiated malicious accusations against school staff.
- possession of illegal drugs on the school premises or on school trips.
- possession of a potential weapon on school premises or on school trips.
- vandalism/arson.
- photographs, audio or film footage taken of staff /students without their permission.
- serious or persistent misuse of mobile phones.
- and other offences of a serious nature.

Offences leading to a permanent exclusion, as agreed by the Governors:

- persistent behaviour of a nature indicated in the list above;
- providing/dealing in illegal drugs on school premises or on school trips (refer to Drugs Policy);
- possession of a firearm
- possession of a potential lethal weapon with intent or threat to cause harm on school premises or on school trips.
- serious attack on a student especially, but not exclusively, if a weapon is used and especially, but not exclusively, if actual or grievous bodily harm is caused.
- a deliberate or pre-meditated physical assault on a member of staff.
- serious criminal damage to property (e.g., arson).
- and any other comparable offences of a serious nature.

Mobile Phone Confiscation



STAGE 1

- Phone confiscated and returned by Head of Year at the end of the school day.

STAGE 2

- Phone confiscated and returned by Head of Year at the end of the school day.

STAGE 3

- Phone confiscated and returned by Head of Year at the end of the school day.
- Phone handed in/collected from reception until the end of the week.
- SLT detention
- Letter and HOY phone call home.

STAGE 4

- Phone confiscated and returned by Head of Year at the end of the school day.
- Phone handed in/collected from reception until the end of the week.
- SLT detention
- Letter and LOJ phone call home.

STAGE 5

- Phone confiscated and returned by Head of Year/AHT at the end of the school day.
- Phone handed in/collected from reception until the end of the week.
- SLT detention
- Letter and Half-day suspension