

BEHAVIOUR FOR LEARNING POLICY

Last Review: Sept 2024

Committee: PSW

Date Ratified: Sept 2024

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. Legislation, statutory requirements and guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010

- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- <u>Suspension and permanent exclusion from maintained schools, academies and pupil</u> referral units in England, including pupil movement 2022
- Use of reasonable force in schools
- Supporting pupils 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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school have an anti-bullying strategy.
- <u>DfE guidance</u> explaining that academies should publish their behaviour policy and anti-bullying strateg

3. Behaviour for Learning

- 3.1 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.
- 3.2 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.
- 3.3 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.

4. Student Conduct

4.1 All students are expected to be respectful, kind and considerate both within the classroom and during social time (including on the way to and from school and the duration of school trips and visits).

Classroom Culture

- Classrooms should be safe, purposeful and be supportive of learning.
- They should have clear boundaries of acceptable behaviour.
- Model expected behaviour and foster positive relationships.
- 4.2 The school will promote our values of kindness, ambition and resilience to support student development.

5. Procedures for supporting the development of good behaviour

- 5.1 Staff will intervene and challenge students to meet the school expectations. Staff will use the stepped approach for rewards and sanctions, to support students to work within the school's behaviour boundaries.
- 5.2 Provide a personalised approach to the specific behaviour needs of particular students.
- 5.3 Model expected behaviour and positive relationships.
- 5.4 Where students are unable to meet the school's expectations, 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 or receive a suspension.
- 5.5 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). The tiered approach is a guide for staff and does not always have to be followed in order.
- 5.6 Each levelled incident is the responsibility of respective members of staff. Staff may call on senior staff to support them with situations.

5.7 Online behaviour

The school can issue sanctions to students for online behaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student can be identified as a member of the school.

5.8 Zero-tolerance approach to sexual harassment and sexual violence

Oldfield will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

5.9 Off-site behaviour

Sanctions may be applied for students off-site when representing the school. This applies when:

- Taking part in any school-organised or related activity.
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school.

Sanctions may also be applied where a student has behaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to staff or another student.
- Could adversely affect the reputation of the school.

6. Bullying

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

- 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, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments of a sexual nature 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

7. Parents and carers

Where possible, parents and carers, should:

- Support their child in adhering to the school's behaviour procedures and expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school.
- Take part in any pastoral work following any infringements of the school's behaviour policy.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Oldfield will endeavour to build positive relationships with parents and carers by keeping them informed about developments in student behaviour and working together to support students with concerns.

8. Safeguarding

We recognise that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will consider whether pastoral support, early help or a referral to children's social care is appropriate.

9. Students with SEND

Student behaviour may be impacted by a special education need or disability (SEND). When dealing with SEND students and their behaviour we will consider the incidents in relation to their SEND. We recognise that not every incident will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with behaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about the application of the behaviour policy.

We will make reasonable adjustments to avoid causing any substantial disadvantage to a SEND student caused by the school's policies and practices (Equality Act 2010).

9.1 Adapting sanctions for pupils with SEND

When considering sanctions for students with SEND, the school will take into account:

- Whether the student was unable to understand the instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the student is likely to behave aggressively due to their particular SEND.

9.2 Students with an education, health and care plan.

The provisions set out in the EHC plan must be followed by the school and reasonable adjustments stated in their plan.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority. If appropriate an emergency annual review may be requested.

9.3 Students with a social worker (Child Protection Plan, CIN or children in care)

Reasonable adjustments will be made on a case-by-case basis to ensure students are safe and their circumstances are taken into consideration. The local authority will be informed of concerns and suspensions.

10. School Uniform

10.1 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

- 10.2 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.
- 10.3 Persistent failure to follow the Uniform policy should be referred to the Head of Year or SLT as necessary. Repeated failure to conform to the uniform policy may result in the student being placed on a BSP just like with any other behaviour policy infringement. This could lead to suspensions.

11. Rewards Systems

10.1 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.

11.1 The Positive Behaviour Framework is based on a House Point system and is outlined in Appendix 1.

12. Searching Students

12.1 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
- Guns firearms, bb guns or any item that could be mistaken for a gun or firearm of any sort.
- alcohol
- stolen items
- illegal drugs
- drugs
- smoking paraphernalia including e-cigarettes
- fireworks

12.2 Before carrying out a search the authorised member of staff will:

- * Assess whether there is an urgent need for a search.
- * Assess whether not doing the search would put students or staff at risk.
- * Consider whether the search would pose a safeguarding risk to the student.
- * Explain how and where the search will be carried out.
- * Give the student the opportunity to ask questions.

All searches should be recorded on CPoms.

Parents and carers should be informed that a search has taken place and any associated action.

13. Use of reasonable force

13.1 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;

13.2 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;

13.3 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.

When using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health or medical needs.

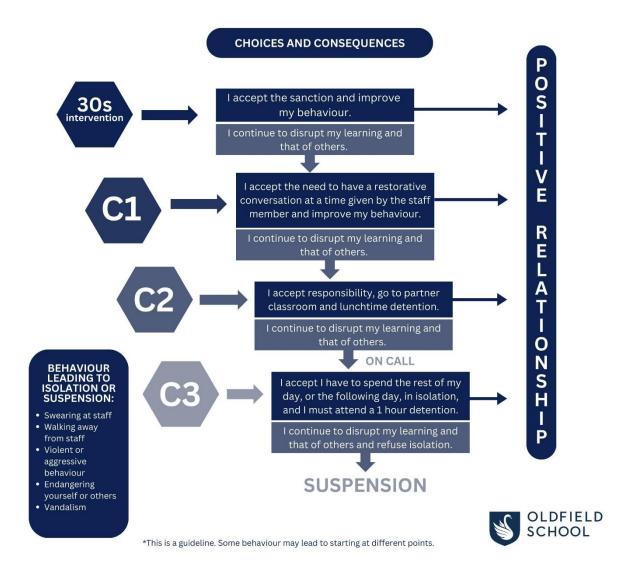
Appendix 1

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	НОН	Accumulation of house points each term. Students with the highest totals are selected to attend the reward trip.
HOUSE SHIELD for - Points Attendance Sport	НОН	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.

Flowchart for dealing with behaviour:



PROCESSES FOR SANCTIONING STUDENTS IN YEARS 7-11

	Teacher Action
Behaviour	Teacher Action
30 second intervention	Non-verbal behaviour management cues. - Facial expressions - Pointing to the task and reframing behaviour - Eye contact - Gestures/signals - Position of teacher Praise expected behaviour of others
	Short private conversation.
C1	Simple agreed sanction to correct behaviour and restore positive relationship. E.g * Move seat * Restorative conversation * Break time detention Member of staff logs the behaviour point on Satchel: one.
C2	Student is removed to the partner classroom and informed they have a lunchtime detention. (If the student receives the sanction during Periods 1 – 4 they should be entered into the same day lunchtime detention, if they get the sanction during Period 5 they should be entered into the lunchtime detention the following day). It is the member of staff's responsibility to ensure the student arrived at the partner classroom. If the student did not attend, please inform the corresponding Head of Year. Phone home at the end of the day to inform parents about the behaviour and have a restorative conversation with the student. (Log the behaviour point and the lunchtime detention on Satchel: one) If the student refuses to go to the partner classroom the member of staff should use on-call to have the student removed and they will be placed in isolation for the remainder of the day, or the following day.
C3	The member of staff should still log the behaviour point on Satchel: one. Internal suspension for the remainder of the day or the following day.
	Phone home at the end of the day to inform parents about the behaviour and have a restorative conversation with the student.
C4	Appropriate sanction which may involve suspension or internal suspension.

BEHAVIOUR MONITORING REPORTS

Satchel One will be used by staff, parents and students to monitor student behaviour.

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. These are suitable for students who need to improve their:

- Attendance and punctuality
- Effort and progress
- Behaviour

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. Positive targets will be set, and positive comments will be made to encourage the student to make improvements. A student may be placed on a BSP if they are clearly not engaging with any part of the process and it is felt by the HOY in conversation with Asst Headteacher Pastoral or Deputy Headteacher that this is the best course of action. This is largely as it encourages parents' involvement sooner which can often have a much more positive outcome.

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 their targets an additional sanction will be put in place.

Recording / monitoring

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

Disciplinary stages

The school behaviour systems are in place to support positive interactions and to create a safe and purposeful environment. However, if a student's behaviour continues to cause a concern additional action may be required.

Students may be placed on a behaviour stage and their behaviour will be closely monitored. Targets can be put in place and agreed with parents and students to support improvements. If improvements in behaviour are not seen, they can move up a stage. Conversely positive behaviour will see a student move down and off stages.

(For some behaviours students can be placed on a higher stage at the digression of the school).

Disciplinary/behaviour stage	Intervention
1	The student has received a high number of behaviour points.
	Students placed on tutor report to monitor their behaviour.
	Parents to be informed. Review progress in 2-3 weeks.
2	Behaviour has not improved.
	Student is placed on stage 2.
	HoY speaks to the student making concerns and expectations clear. A new HoY report with appropriate targets.
	Parents informed. Review progress in 2 – 3 weeks.
3	Behaviour has not improved.
	Student placed on stage 3.
	Discussion with an SLT member to discuss concerns and expectations.
	Meeting with parents to be arranged to discuss concerns.
	Students will be placed on a SLT report.
	Behaviour to be closely monitored. Progress to be reviewed in 2-3 weeks.
4	Behaviour support Plan
	Student placed on stage 4.
	Meeting to take place and a review of behaviour and support. A plan put in place to support and monitor behaviour.
	Meetings should take place every two weeks for sixteen weeks.
	Parents to be informed that continued poor behaviour could lead to a permanent exclusion.

Appendix 5: EXCLUSIONS

Internal Exclusion

The student is internally isolated in school; curriculum work will be supplied.

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.
- The behaviour policy continues when students are in the community and travelling to and from school

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;
- A serious breach or persistent breaches of the school's behaviour policy;
- 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.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

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