Behaviour and Student Discipline Policy

Lead Governor: Chair

SLT Link: Mrs Moral

Next Review Due: January 2022

Ratified by governors: 17th September 2020

Rationale

The school recognises that there is a strong link between student behaviour and achievement. Effective teaching and learning can only take place in a well-ordered environment. The school therefore holds very high expectations for standards of behaviour, which are clearly and regularly communicated to students, parents/carers, staff and governors. Promoting positive behaviour

requires the commitment of all stakeholders and consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them.

Central to the school's approach to maintaining these high standards are the concepts of respect for oneself and others and a development of an understanding of the notion of rights with responsibility. The school's approach to discipline reinforces our aim to support the development of young people who are able to function as constructive members of their community with the ability to relate positively with others.

Ethos

The fundamental ethos of the school is enshrined within our motto 'Ambition, Courage, Excellence' and by our three 'Golden Rules':

- Do as you are asked
- Treat others with respect
- Strive for excellence in your work

These rules are displayed in all classrooms and are regularly explained and reinforced to students in lessons, registration sessions, assemblies and in meetings with individual students and families.

A Positive Climate for Learning

At Oakmoor School teachers take steps to ensure that students have an understanding of the types of behaviour which will accompany effective learning in lessons. Teachers accomplish this by clearly explaining the expected behaviour which will accompany the tasks within a lesson.

Oakmoor School is committed to providing an excellent educational experience for its students in a safe, orderly and nurturing environment. In order to fulfil this we firmly believe that staff, students and parents must work together in a three way partnership. Within this partnership, each stakeholder has particular rights and responsibilities.

Teachers have a responsibility to plan and deliver effective lessons which engage learners and help them to make progress. **Teachers have a right** to deliver these lessons as planned without disruption. **Students have a right** to receive an education which helps them to achieve and prepares them to lead fulfilling lives after school. **Students have a responsibility** to make the most of the learning opportunities provided for them and to ensure that their behaviour does not interfere with the education of other students or undermine the safety or well-being of others.

Parents and carers have a right to send their child to a school where they will receive an effective education which prepares them for life. **Parents and carers have a responsibility** to send their child to a school and do all they can to ensure their child makes the most of the education offered to them and supports the school in the implementation of its policies.

At Oakmoor School we operate a 'Zero Tolerance' approach to behaviour which
- causes disruption to learning and teaching.

- threatens to undermine the safe and orderly running of the school.

Any student who regularly disrupts the learning of others, or acts in a way which causes others to feel unsafe or intimidated, will be dealt with through the 'Zero Tolerance' procedures (see appendix 1 – Engagement for Learning for further details on the 'Zero Tolerance' procedures).

2

Rewards

Teachers use praise, encouragement and rewards extensively to reinforce expected behaviour and draw attention to those students who are modelling a good attitude and behaviour.

Teachers draw upon the school's rewards procedures to ensure that positive recognition is a daily part of a student's experience.

Sanctions

Teachers also have recourse to a clear system for imposing sanctions where this is necessary to uphold high standards of behaviour. At all times it is made clear to students that they have a choice about how they behave and that these choices have consequences, positive or negative. There is a hierarchy of sanctions ranging from a verbal warning to the most serious of sanctions – fixed term exclusion.

Detentions

Teachers use short detentions when needed. Where possible, break time and lunch time detentions are used on the day a problem with a student occurs. Where appropriate, a longer detention of thirty minutes or an hour after school can be issued by staff. Parents/carers are always informed by text well in advance where an after school detention is issued and students are reminded of a detention via a reminder slip which is delivered by the mentor to the student. During a detention, teachers will engage the student in a restorative conversation which aims to rebuild relationships

and address the root cause of the problem behaviour. Students will also be expected to undertake work during a detention.

The Bridge and Twilight Programme

The Bridge and Twilight programme is an approach to supporting the inclusion of students that are vulnerable or most at risk of school or social exclusion. The key aim of the programme is to provide a supervised and supported environment where students can complete work from across the curriculum. This will enable them to keep up with their work in all subjects and allow them to continue to work towards achieving qualifications. The response for each individual is to be flexible and adaptable to meet their needs.

The Bridge programme is managed by the SENDCo in consultation with the Deputy Headteacher. Teaching Assistants (TAs) facilitate the provision, completion and marking by subject teachers of work for the students and oversee the maintenance of an appropriate learning environment. In addition, the TAs are in a position to develop an understanding of each individual's social and emotional needs and offer advice and guidance as appropriate, as well as communicating these needs to other colleagues.

The programme should be seen as part of the wider provision of support measures for students at Oakmoor School. It complements the work of the SEND department and the work of the Academic and Pastoral Leaders and Pastoral Support and Guidance Team in helping individual students overcome personal barriers to learning and achievement. The Bridge programme also supports elements of the 'Zero Tolerance' policy.

The Twilight Programme extends learning until 4.30pm in the evening and is used as an appropriate sanction for more serious incidents.

Internal Exclusion

An internal exclusion is a serious sanction. This sanction is applied when other warnings or lower level sanctions have not been adhered to or where there is a serious breach of discipline.

Fixed Term Exclusion and Permanent Exclusion

There is a specific policy that should be referred to in the case of Fixed Term Exclusions and Permanent Exclusion. These are the most serious sanctions the school can impose.

Fixed Term Exclusions will be used for significantly unacceptable behaviour either as a one-off or for cumulative poor behaviour, perhaps climaxing in an unacceptable incident. There is not an exhaustive list of reasons for when an exclusion may be applied but such behaviour might be: Physical assault (including coughing and spitting at someone)
Verbal abuse
Threatening behaviour
Intimidating behaviour
Bullying
Racist abuse
Sexual misconduct
Carrying or using drugs and alcohol
Damage/Vandalism
Theft
Persistent disruptive behaviour
Persistent defiance

Having on their possession a dangerous item

A decision to exclude a student permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

Behaviour Out of Lessons

Expectations of student behaviour around the school site are discussed regularly with the students through registration time, lesson time and assemblies. Prefects and senior students help to role model good behaviour around the school site at break and lunch times. Students behaving inappropriately are reported and the matter dealt with by the Pastoral Support and Guidance Team, Academic and Pastoral Leaders or SLT.

Use of Reasonable Force and Physical Intervention - (the following section has been written in conjunction with the DFE "Use of Reasonable Force in Schools" document www.gov.uk/use of reasonableforceinschools

What is reasonable force?

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable' means using no more force than is needed.

As mentioned above, schools use reasonable force to control students or to restrain them where necessary. Control means either passive physical contact, such as standing between students, or active physical contact such as guiding a student by the arm. Restrain means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people who the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from committing an offence, hurting themselves or others, from damaging property, or from causing disorder:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including the student himself)
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use Reasonable Force to:

- remove a disruptive student from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts an school event or an school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot use Reasonable Force to:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs or psychoactive substances
- stolen items
- tobacco and cigarette papers
- lighters/matches
- inflammable liquids
- fireworks
- pornographic images
- any article that has been or could be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules, other than those in the list above.

Physical contact with students – what staff can and cannot do:

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student, is proper and necessary.

Examples of where physical contact with a student might be proper or necessary are as follows:

- Shepherding in a situation where there are safety concerns, a shepherding movement is best without contact;
- When comforting a distressed student (hand on arm, shoulder or back), if appropriate and if the student is comfortable with the situation;
- Shaking a hand when a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Staff should not act in ways that might reasonably be expected to cause injury, for example by:

- holding a child around the neck or collar or in any other way that might restrict the child's ability to breathe
- slapping, punching or kicking a child
- twisting or forcing limbs against a joint
- tripping a child
- holding a child by the hair or ear.

Involvement of Parents/Carers

The support of parents is essential in the maintenance of good behaviour and discipline and high standards. Parents and carers are regularly informed of any issues with a student's behaviour and are involved in the development of strategies to improve and monitor this, e.g. by attending meetings and agreeing strategies to improve behaviour for learning.

Involvement of External Agencies

The school works very positively with a range of appropriate external agencies. It seeks appropriate support from them to ensure that the needs of individual students are met by utilising the range of external support available.

Referral and Recording Procedures

The school has clear systems for the referral and recording of significant incidents. The school makes full use of electronic data management systems to ensure that a detailed log of incidents for any particular student is readily available for use by staff at any time. The procedures for referrals and recording are published to staff. Pastoral staff ensure that all referrals are followed by the appropriate further action.

Evaluation

The success of the school in implementing the agreed practice to maintain high standards of attitude and behaviour is monitored in the following ways:

- Questionnaires to parents, staff and students.
- The analysis of recorded incidents of disruptive behaviour is carried out to identify areas for additional support.
- Students' engagement for learning and their behaviour and the application of the appropriate systems by staff form a part of lesson observations.
- Student voice/council.

- The analysis of data for sanctions including removals and exclusions, followed by action to address emerging issues.

<u>RATIFICATION DATE AND CHAIR'S SIGNATURE</u>

Ratified/Signature:

Print Name: Date: