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## School Behaviour Policy

### Introduction

The Oxford Spires Academy (the school) is committed to providing an environment where everyone can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

### Legislation and guidance

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[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 to have an anti-bullying strategy. This policy also complies with our funding agreement and articles of association.

### Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

## Who was consulted?

The school Senior Leadership Team worked with the school council to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions.

## Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Equality
- Home-School Agreement

## Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is also provided to all pupils and staff via the school website. This policy can be made available in large print or other accessible formats if required.

The School Rules, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy, is included in posters in each classroom.

## Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

### The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

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.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 3 for a behaviour log)

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

## Parents

Parents are expected to:

- Support their child in adhering to the School Rules and this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## School Rules

The School Rules are set out in full at Appendix A.

## Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others. Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy. Pupils, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the school's and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

### **Pupils are required to observe the following basic rules in the classroom:**

- Arrive on time with all the equipment needed for the lesson.
- Listen in silence when the teacher is giving instructions.
- Follow instructions promptly and accurately.
- Raise a hand to gain attention and only speak when invited.
- Stay in the allocated seat or workspace unless given permission to move.

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

## Behaviour management

### 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 pupils to be engaged
- Promote good behaviour in the classroom
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which should include:
  - greeting pupils in the morning/at the start of 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 linked to the reminder system.
- using positive reinforcement

## Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's Special Educational Needs Coordinator will evaluate a pupil 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 pupil, 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.

## Pupil support systems

We have the following pupil support systems in place at this school:

- School Counsellor
- House Support Managers: 1:1, restorative justice
- Bespoke interventions provided by Partners, for example: TRAx ,OnCourse, Mentoring, One-Eighty, Coaching and mentoring sessions.

## Searching pupils

School staff can search pupils with their consent for any item.

The Headteacher and staff members authorised by the Headteacher 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
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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, or damage to the property of, any person (including the pupil)

- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on school trips in England or in training settings.

Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the pupil.

## Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

## Use of reasonable force

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

- causing disorder
- hurting themselves or others
- damaging property

The Headteacher and staff members authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

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

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

## Rewards and sanctions

### Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for homework
- outstanding effort or achievement in extra-curricular activities
- service to the school or local community

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- class rewards

- sent to another teacher or HT with work
- personalised letters to parents
- achievement assemblies
- special privileges
- gold stars
- credits/merits/prizes
- certificates

## Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- withdrawal of privileges and/or responsibilities
- lunchtime detentions
- withholding of praise
- repetition of work
- referral to Head of Faculty, Head of House and senior staff
- letter to parents
- report card
- after-school detentions / SLT detentions
- fixed-term exclusion
- permanent exclusion.

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

## Beyond the school gate

This policy applies to all pupils at Oxford Spires Academy when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when pupils:

- are taking part in any school organised or school related activity
- are travelling to or from school.



- are wearing school uniform
- are in some way identifiable as a pupil within our school or Anthem
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and pupils are invited to attend transition days in the summer term before they start year 7.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil 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 settings for those pupils transferring to other schools.

## Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

## Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

## Staff training

Our staff are provided with training on managing behaviour, including use of de-escalation / restorative justice strategies and positive behaviour management techniques.



Behaviour management will also form part of continuing professional development throughout the academic year.

## **Bullying**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

## **Partnership with parents/carers**

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

## **Multi-agencies and external advice**

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- behaviour charts to enable celebration of good behaviour
- increased communication between home and school
- individual behaviour plans (IBPs)
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.

## **Monitoring, evaluation and review**

The Principal and SLT will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

## Appendix A: OSA Behaviour Procedures and Principles

The behaviour policy at Oxford Spires is based on our school values: **BEST** self, **BEST** learning, **BEST** community.

It promotes our school aims and ethos in which every member of the school community can feel valued: We want all of our students ‘to be the best that they can be’

- Our Hard Work

We achieve greatness by working hard and progress to achieve the next step.

- Our Integrity

We do the right thing because it is who we are and who we want to be.

- Our Excellence

We will be better today than we were yesterday. We will be better tomorrow than we were today.

At Oxford Spires Academy we work to promote a culture of learning and positive behaviour in lessons and around school. We aim to create a harmonious learning environment where teachers are permitted to establish a classroom which facilitates personalised, outstanding learning experiences for each child and in which each child feels safe. We aim to create reflective students who, acknowledging the part they play in our school community, are able to self-regulate their behaviours and contribute to our school ethos by encouraging others to behave positively in ways conducive to learning and progression.

## Expectations of Students

### Classroom Code of Conduct

At OSA you will take accountability for your learning by:

1. Arriving on time in the correct uniform
2. Sitting in the seating plan with correct equipment
3. Listening courteously
4. Treating everyone with respect
5. Applying full effort
6. Taking pride in your work: following presentation guidelines
7. Being proactive about your learning
8. Following instructions first time

- No mobiles, earphones or balls to be seen during lessons.

Do what you are asked without hesitation, conversation or deviation.

## **Movement between lessons**

- Move quickly and quietly to your next lessons
  - No waiting for friends
  - Go directly to your next lesson, not via the toilet, ask permission from your next teacher

## **Community**

- Arrive to school and leave school in correct uniform.
- Be aware that you represent the Academy at all times
- Be considerate towards our neighbours by keeping noise to a minimum and conducting yourselves with dignity and respect in the community
- Be polite, helpful and courteous to members of the community
- Avoid gathering in large groups

## Department Level

The departmental approach should:

- Ensure there is a culture of reward within the department
- Include sanctions that are proportionate to the behaviour
- Be proactive in informing and involving parents
- Refer to the planned teaching and learning in the first instance and ensure that the student has been given every opportunity to enjoy and achieve within the classroom.
- ensure the incident is clearly recorded on the appropriate system
- use the identified actions/sanctions that could include the appropriate leadership level within the department
- Include a method of placing a student in a withdrawal room with another member of the department
- Ensure the groupings and teachers are matched for success

## **Protocol**

- Low level incidents should be dealt with by the teacher that notices the incident in the first instance.
- If a serious incident happens in a classroom or around the school site, the teacher should notify colleagues immediately by contacting a colleague in a nearby classroom or via the on-call system.
- Departments should notify the HOH and line manager when it appears that the incident has gone beyond the confines of a subject area.
- Departments should notify their Line Manager after a range of departmental responses have been applied and the behaviour still relates to that curriculum area only.
- Tutors should inspect the behaviour records on a regular basis and work with HOH / HOY to plan for intervention.
- Tutors should regularly use tutor time to discuss behaviour, attendance and achievement. Assemblies will be used to reinforce behaviour messages.

## Appendix B: Tariff of rewards and sanctions

### Tool kit

<p>Department Tool kits (suggestive and not exhaustive -various approaches should be attempted)</p> <p><b><u>Teacher Toolkit</u></b></p> <ul style="list-style-type: none"> <li>• When dealing with behaviour ensure all behaviour records are up to date (Go 4 Schools)</li> <li>• Have you considered changing seating plan?</li> <li>• Are learning needs being met? Have you read pupil profile, IEP report?</li> <li>• Would a personalised task meet their learning need?</li> <li>• Have you called home?</li> <li>• Have you observed student or teacher in different classroom?</li> <li>• Does the student engage with your written feedback?</li> <li>• Have you asked to be observed the student in another lesson</li> <li>• Have you used rewards?</li> <li>• Have you made a positive phone call home?</li> <li>• Has a restorative conversation been organised?</li> <li>• Have you given a detention?</li> <li>• Have you given a departmental report?</li> <li>• Have you -revisited rapport building strategies?</li> <li>• Have you made the class part of your coaching trio focus?</li> <li>• Have you used faculty internal exclusion?</li> <li>• Have you recorded behaviour and actions throughout?</li> <li>• Ask for a Student Strategy Briefing</li> </ul> <p>If the above actions do not change behaviour consult HOF</p>	<p><b><u>HOF Toolkit</u></b></p> <ul style="list-style-type: none"> <li>• Ensure robust internal rota in place</li> <li>• Support triangulation</li> <li>• 1:1 meeting with student</li> <li>• Faculty report</li> <li>• Parental meeting</li> <li>• HOF detention</li> <li>• Observe teacher and give feedback</li> <li>• Learning walk with teacher/student</li> <li>• Book look</li> <li>• Highlight to SLT for learning walk</li> <li>• Change of setting</li> <li>• Positive engagement of student in extra-curricular within faculty</li> <li>• Deploy TA</li> <li>• Consult line manager for support</li> </ul>	<p><b><u>SLT</u></b></p> <ul style="list-style-type: none"> <li>• Use of data to target learning walk</li> <li>• Use of data for teacher conversations</li> <li>• Conversation with HOF</li> <li>• Ensure data is robust</li> <li>• Triangulation of student /teacher</li> <li>• Active observation</li> <li>• Removal of student for fixed term – internal or external with supported restorative conversation on return to class.</li> </ul>
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**Other examples of appropriate sanctions:**

- Lunch/break time detentions
- Community service within the department
- Phone call home
- Removal to another classroom within department- using rota
- 1 hour after school detention– with notice
- Letter home
- Re-do work missed
- Meeting with parent, supported by HOF/HOH

