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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](#)

[KCSiE 2021](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

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. (This is not a definitive list but a tariff of behaviours)

## 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 schools 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 understands that disruptive behaviour can be an indication of unmet needs. 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 a pupil is at risk of permanent exclusion, the Headteacher, working with the Special Educational Needs Coordinator, will complete the Avoiding Exclusions Toolkit to ensure the school is doing all that is possible to support a student's needs including contact with external agencies.

Where necessary, support and advice will also be sought from the Trust Inclusion Lead, 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 paper, vapes and e-cigarettes
- 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
- violent behaviour

- dangerous behaviour

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 relationships 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
- 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 (this is not an exhaustive list):

- 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.

## Zero-tolerance approach to sexual harassment and sexual violence

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

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Pupils are encouraged to report abuse or 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

Sanctions for sexual harassment and violence are set out in the Sanctions Tariff at Appendix B.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

The school follows the following statutory guidance: KCSiE 2021, Sexual Violence and Sexual Harassment Between Children in Schools and Colleges and the Child Protection and Safeguarding policy - please refer to these for more information.

## **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. 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: The School Rules – Expectations, Rewards and Sanctions

Oxford Spires Academy aims to provide a positive climate with high expectations of all students in respect to personal achievement in the curriculum and behaviour. Staff recognise the association between high expectations, good behaviour, and quality of teaching.

**Behaviour is a choice, and the school will support students to learn how to make positive choices.**

It may be necessary for some children to be taught behaviours which are the pre-requisites to successful learning. The teaching of behaviours for learning may be the focus of lessons whilst a subject area or theme may be the vehicle for the teaching of these key life skills; this must be revisited each and every lesson, encouraging students to learn the behaviours expected of them and develop good habits for learning.

There are occasions when school staff do need to challenge behaviours which are not conducive to learning. **To effectively challenge and improve student behaviour, we actively promote non-confrontational behaviour management.**

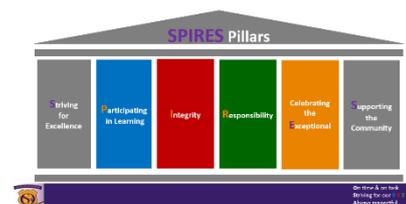
*“Consequences are a conversation. The school culture’s reply to the actions of the individual. That reply can either be to permit, to prohibit and discourage, or to encourage and praise. Without consequences, this conversation between the students’ behaviour and the school’s culture is lost. The simplest and often most misunderstood method of communicating the concept that actions have consequences, is through sanctions and rewards.”* [[Creating a culture: a review of behaviour management in schools](#), Tom Bennett, March 2017]

While classroom-level strategies have a big impact on student behaviour, consistency and coherence are paramount at a whole-school level. *“Central to the concept of embedding routines, is the idea that there must be rules. Rules can be explicit and implicit, but for the sake of good conduct, it is advisable that they are explicit, as short as possible, compact and memorable.”* [[Creating a culture: a review of behaviour management in schools](#), Tom Bennett, March 2017]

By intentionally promoting and practising the OSA’s values and our eight Routines for Success we can do the simple things well with consistency.



On time & on task  
Striving for our **BEST**  
Always respectful



## Consequences and recognising the considerations for pupils with SEND

In this context, consequences simply mean ‘any reaction a student should expect in response to their behaviour’. The most understood forms of this term are sanctions and rewards, both of which are an essential part of the school’s repertoire of strategies to reinforce encouraged and discouraged behaviours. Other consequences are possible - if a student is unable to complete an exercise in class because they are becoming myopic and are too far from the front, the consequence of this is to support eye testing, and

perhaps move the student closer in the meantime. This is neither a reward nor sanction, but a reasonable response.

At all times, teachers will consider if the consequences administered to the student are purely as sanctions (to deter others and influence future behaviour), or form part of a supportive response (where the student needs help which can only be given outside of the mainstream classroom), or a combination of both.

**Behaviour is influenced by many complex factors, and we feel that it is important not to sanction where help is the appropriate response.** A student with low literacy skills may misbehave in a class, for example, where they are embarrassed to read aloud. As a school we will aim to acknowledge both the need to act in a civil manner, as well as the student's need to remedy their literacy impediment.

## Managing behaviour through rewards – Rewards/ Achievement System

The simplest and most effective reward that our students can have is praise. For praise to be most effective it needs to be:

- specific and linked to an achievement or action of house point/ merit.
- sincere and genuinely expressed with appropriate language and tone.
- personalised using the student's name.
- consistently used in all lessons as a part of our teaching.
- discreet and private at times when appropriate.

The Reward/ Achievement System will be **used consistently, liberally and in an intentional manner, by staff at all levels**, so it **teaches learning behaviours alongside managing misbehaviour** by:

- promoting the school's values.
- praising the behaviours, we want to see more of
- reinforcing desirable behaviours as well as
- recognising sustained effort and improvement of their academic performance, behaviour, and attendance.

<p><b>Verbal Praise House Point</b></p>	<ul style="list-style-type: none"> <li>• All students</li> <li>• Any time</li> <li>• Daily - Recorded in G4S/ SIMS</li> </ul>
<p><b>Star of the Week Certificate</b></p>	<ul style="list-style-type: none"> <li>• A student from each form is nominated by their Form Tutor</li> <li>• A badge is awarded during Assembly - weekly</li> <li>• Weekly - Recorded in G4S/ SIMS</li> </ul>
<p><b>Good News Postcards</b></p>	<ul style="list-style-type: none"> <li>• Any student achieving above target or excelled in a piece of homework or classwork</li> <li>• Sent to pupils' home</li> <li>• Half-termly - Recorded in G4S/ SIMS</li> </ul>
<p><b>Achievement Award</b> Academic Commendation Behaviour Commendation Attendance Commendation</p>	<ul style="list-style-type: none"> <li>• Students who have made a real effort to improve their level or performance or behaviour; for showing excellent achievement and exemplary effort in lessons</li> <li>• A certificate and a voucher given at the Assembly</li> <li>• Half-termly - Recorded in G4S/ SIMS</li> </ul>
<p><b>Bronze/ Silver/ Gold Award</b></p>	<ul style="list-style-type: none"> <li>• Any student</li> <li>• 75 G4S/SIMS Net Points = Bronze/ 100 G4S/SIMS Net Points = Silver/ 150 G4S/SIMS Net Points = Gold</li> <li>• Termly – award and a voucher given at the Assembly - Recorded in G4S/ SIMS</li> </ul>
<p><b>Student of the Year Award</b></p>	<ul style="list-style-type: none"> <li>• Individuals who have shown real commitment and passion for the subject during the course of the year</li> <li>• A certificate and a prize given at the Assembly</li> <li>• End of June - Recorded in G4S/ SIMS</li> </ul>

Level	House Points/ Achievement Examples	Reward - may include a selection or combination of the following	Frequency	To be issued by	G4S/ SIMS monitoring/ reports
House Point	<p><b>In lessons:</b> Sustained effort or improvement with respect to OSA'S values in and out of lessons. Completion of class and homework to an exemplary standard and pace. Outstanding behaviour and learning. Surpassing of targets for learning, achievement, and behaviour in class.</p> <p><b>Outside lessons:</b> Being helpful and courteous. Good character (i.e., an example to other Students). Presentation of assemblies. Assisting in extra-curricular activities.</p>	<p>Verbal praise and encouragement. Non-verbal praise Acknowledgement of good work. Displaying Students' work as exemplars of good work. Telephone call or a letter sent home. <b>Recorded in G4S/ SIMS and awarded achievement point.</b></p> <p>Number of net points accrued by each form to be displayed on form and year notice boards. <b>The net points are calculated in G4S/ G4S/ SIMS by deducting the sanction behaviour points from the achievement points.</b></p> <p>Recurring rewards may result in a Good News Postcard being sent home – at the discretion of staff Recurring rewards may be used towards the Subject Specific Awards.</p>	Any time All students	Any member of staff  Managed by Heads of House and House Support Managers	Daily monitoring by Form Tutors (FTs), Heads of House (HoHs) and House Support Managers (HSMs) via <b>Achievements Panel</b> – setting for “Today” or via <b>Focus/ Behaviour Management/ Maintain Achievements</b>
Star of the Week	Students nominated from each year group for excellent achievement of OSA's values.	<p><b>Student of the Week Badge</b> will be issued to the Student with the <b>highest number of net points</b> gained in the previous week. <b>Recorded in G4S/ G4S/ SIMS and awarded achievement points.</b></p>	From each year group  Weekly	Heads of House and Team Leaders	Weekly G4S/ G4S/ SIMS report for <b>Achievement Count</b> or <b>Conduct Report - completed by</b> Heads of House (HoHs) and House Support Managers (HSMs)

Level	House Points/ Achievement Examples	Reward - may include a selection or combination of the following	Frequency	To be issued by	G4S/ SIMS monitoring/ reports
<b>Good News Postcard</b>	When the Student achieved above their target in an assessment or if they have excelled in a piece of homework or classwork.	<b>Good News Postcards</b> sent to Student homes. <b>Recorded in G4S/ G4S/ SIMS and awarded achievement points.</b>	Per class – for any Student meeting the criteria Weekly	Faculty staff (managed by Team Leaders)	Team Leaders
<b>Achievement Award</b>	High attainers and high achievers (those who have made a real effort to improve their level or performance or behaviour; for showing excellent achievement and exemplary effort in lessons).	<b>‘Achievements Award’ KS3 – 5</b> and a certificate (Academic Commendation; Behaviour Commendation; Attendance Commendation).  The awards should be subject-specific e.g., ‘Mathematician of the Month’ etc.  <b>‘100% Attendance Certificate’</b> , a personalised letter from the Principal and a certificate. <b>Recorded in G4S/ G4S/ SIMS and awarded achievement points.</b>	A Student from each class  Half termly	Each class teacher  Managed by Heads of House	For % attendance – weekly G4S/ G4S/ SIMS report <b>Reports/Lesson Monitor/ Selected Student Reports/ Percentage Attendance Report</b>
<b>Bronze Award</b>	75 G4S/ G4S/ SIMS Conduct (Net) Points	<b>Bronze Award Recorded in G4S/ G4S/ SIMS and awarded achievement points.</b>	At the Year Assembly Termly	Heads of House	Termly G4S/ G4S/ SIMS report for <b>Conduct Report</b>
<b>Silver Award</b>	100 G4S/ SIMS Conduct (Net) Points	<b>Silver Award Recorded in G4S/ SIMS and awarded achievement points.</b>			
<b>Gold Award</b>	150 G4S/ SIMS Conduct (Net) Points	<b>Gold Award Recorded in G4S/ SIMS and awarded achievement points.</b>			
<b>Student of the Year Award</b>	Individuals who have shown real commitment and passion for the	<b>‘Student of the Year’ Award.</b> The award will also have a small gift or prize associated with it.	A Student from each class.	Faculty staff (managed by Team Leaders)	

Level	House Points/ Achievement Examples	Reward - may include a selection or combination of the following	Frequency	To be issued by	G4S/ SIMS monitoring/ reports
	subject during the year.	<b>Recorded in G4S/ SIMS and awarded achievement points.</b>	End of June		

## Managing behaviour through sanctions - Consequences System

The simplest form of sanction is the verbal reprimand. As with the `correct` use of praise, the verbal reprimand will:

- initially use positive reinforcement (praise) of others who are on task to challenge those who are not.
- be clearly linked to learning e.g., '(name), work quietly please, I want you to get an 'A' grade in your next test'.
- criticise the behaviour rather than the student.
- be discreet and not intended or perceived as making an example of a student.
- should not describe the behaviour, but direct the remedial action required - e.g. Instead of 'You are chewing, (name)', it is more effective to say 'Empty your mouth, (name). Thank you.'
- delivered in a reasonable tone and at an appropriate volume.
- be followed up by discreet praise once the remedial action has been taken by the student.

The Consequences System will also to be **used consistently, in an intentional manner and selectively, by staff at all levels**, so it **teaches learning behaviours alongside managing misbehaviour** by:

- reminding students at the school's values and expectations.
- praising the behaviours, we want to see more of and offering opportunities for rectifying behaviour
- reminder of consequences

R1	1 <sup>st</sup> Reminder	<ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• 1<sup>st</sup> Formal Reminder issued</li> <li>• Opportunity to respond to the constructive feedback given and correct action</li> </ul>
R2	2 <sup>nd</sup> Reminder	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Formal Reminder issued for continuing to misbehave after R1 given - recorded on the board</li> <li>• Second opportunity to respond to the constructive feedback given and correct action</li> <li>• <b>Recorded in G4S/ SIMS</b></li> </ul>
R3	3 <sup>rd</sup> Reminder On Call-Parking	<ul style="list-style-type: none"> <li>• Removal from lesson for continuing to misbehave – parked in another room</li> <li>• <b>Teacher detention – 20 min detention on the same day*</b></li> <li>• Self- reflection completed during detention and kept on student's file</li> <li>• Phone call/text sent home</li> <li>• <b>Recorded in G4S/ SIMS</b></li> <li>• <b>*Senior Leader detention - 60 min detention after school on the following day if Teacher detention is missed</b></li> </ul>
R4	On Call- Removal to RR Defiance Truancy Missed SLT Detention	<ul style="list-style-type: none"> <li>• <b>24h Removal to the Reflection Room (RR) for failed parking; refusal to relocate/ comply with On Call requests; a missed SLT detention or truancy</b></li> <li>• Self- reflection completed during the RR and kept on student's file</li> <li>• Phone call/text sent home</li> <li>• <b>Recorded in G4S/ SIMS</b></li> </ul>
R5	Serious Incident Failed RR	<ul style="list-style-type: none"> <li>• <b>Removal to the Reflection Room (RR)</b></li> <li>• Student incident form completed whilst in the RR and kept on student's file</li> <li>• <b>Referral for RR/ Fixed Term Exclusion/ Permanent Exclusion</b></li> <li>• Phone call home to inform of incident and removal to the RR</li> <li>• <b>Recorded in G4S/ SIMS</b></li> </ul>

## Detentions

The purpose of the detentions is not to punish; it is to deter students from poor behaviour, allow time to reflect, instil discipline and reform character. Whilst in detention, all students must be provided with a *Self-reflection* form to complete.

All detentions issued are recorded in G4S/ SIMS. This allows for easy identification of students in detention the same day so they can be reminded of the detention.

The detentions are monitored daily by the HoHs, HSM and Pastoral VP

There are 2 categories of detention:

Type of detention	Duration of detention	Time of detention	Frequency of detention	Location of detention	Supervision of detention by
Teacher (T)	20 min	After school	Daily	Conference Centre Hall (CCH)	Rota of HoHs and Heads of Faculties.
Senior Leader (SL)	1h min				Teachers to attend and discuss with the student.
					Senior Leaders

### All after school detentions are centralised

The detentions are **held in the CCH** and will be supervised, on a rota basis, by Middle and Senior Leaders.

- **Students must enter the CCH in silence, wearing full school uniform and mobile phones must not be visible and/ or on.**
- All students must remain silent and focus throughout the detention.
- Students from different year groups will be directed to sit within the same area and facing the screen.
- Register to be taken within the first 5 minutes – via G4S/ SIMS Detention Register.

## House/ Achievement Points

OSA's Positive Behaviour	House/ Achievement Points
Act of Kindness - Being helpful and courteous to others	1
Appreciates any feedback which staff give to improve their work	2
Being respectful to other members of the class, school, and community; showing a caring attitude	1
Completed classwork on time and to the best of their ability	2
Completing class and homework to an exemplary standard	3
Completed homework on time and to the best of their ability	2
Considers other people's feelings and never make hurtful remarks	1
Excellent participation in class	2
Excellent ambassadors for the school/ Outstanding extra-curricular participation	2
Excellent assessment/ test results	3
Listening to and learning from constructive feedback	2
Listening to understand	1
Making effective use of time	1
Making links between diverse experiences	2
Making revisions/ changes to their learning	2
Noticing details and nuances	1
Starter/ Do Now Task Outstanding	2
Outstanding Punctuality Over a Term	5
Overcoming frustration/difficulty	3
Remains positive despite challenges	2
Respecting the school environment (litter picking)	1
Relishes challenging targets, be able to describe their progress towards meeting them	3
Representing the school within the Community and the TRUST	2
Significant improvement in attendance from last week	2
Showing empathy to others	1
Showed resilience	1

OSA's Positive Behaviour	House/ Achievement Points
Sustains concentration	1
STAR of the Week	3
Thinking rigorously/methodically	2
Using resources purposefully	1
Wears the school uniform with pride	1
Welcomes the ideas and experiences of other students/ people	1
Works well and co-operate with others, listen to them, and respect their opinions	1
Working effectively alone / Outstanding independent learning	2
Upholding the OSA's Value of the Week	2
Full Attendance Over a Term	5
Achieved Target Grade	3
Exceeded Target Grade	5
OSA's Community Service Recognition	2
Attended Homework Club	1
Presenting in assemblies	3
Volunteering	2

## Behaviour Points

Disruptive Behaviours that warrant a R1	Behaviour Points for a reminder
Failure to listen actively after the first instruction	1
Failure to start work immediately	1
Failure to complete tasks despite support and feedback provided/ Ignoring constructive feedback	1
Inadequate work produced in lesson	1
Lack of pride in work	1
Protesting and complaining about simple and reasonable requests/ Answering back	2
Deviate from the uniform code or wear make-up or jewellery in school	2
Head on desk/ slumped on chair	1

Disruptive Behaviours that warrant a R1	Behaviour Points for a reminder
Allow themselves to become negative or apathetic about their work and progress	1
Stopping others from working	1
Inadequate equipment for lesson (Book, Pen, pencil, ruler, calculator, PE kit)	1
Arriving 4 or more minutes late to lesson (without a note from a member of staff)	1
Talking out of turn/ Talking without permission/ Talking over the teacher	1
Making inappropriate noises	1
Shout or call other people names	1
Calling out	1
Chewing/ eating in class	1
Failure to speak to peers with respect	1
Damage - Exercise Book (graffiti; reaping pages off)	1
Littering in the classroom or around the school	1
Running along the corridors or stairways	1

Disruptive Behaviours that warrant a R2	Behaviour Points for a reminder
Persistent behaviour(s) outlined as R1	2
Homework of poor quality	2
Disrespect to staff/ visitors/ supply staff in tone, action or words	2
Inappropriate or offensive conversations	2
Lack of focus on learning throughout the lesson	2
Leaving workplace untidy	2
Moving around the class without permission	2
Persistent failure to complete tasks given despite support and feedback provided	2
Persistent failure to follow instructions from teachers and other school staff immediately	2
Failure to behave sensibly around the school (such as pushing or horseplay)/ Pushing (on purpose)	2
Wasting school resources	2

Disruptive Behaviours that warrant a R3 (20-minute detention)	Behaviour Points for a reminder
Persistent behaviour(s) outlined as R2	3
Swearing at other people or using inappropriate language	3
Leaving classrooms without permission	3
Persistent failure to behave sensibly around the school (such as pushing or horseplay)	3
Persistent failure to speak with visitors/supply staff with respect	3
Persistent inadequate Work Produced in Lessons	3
Homework of persistent poor quality	3
Persistent inadequate equipment for lesson (Book, Pen, pencil, ruler, calculator, PE kit)	3
Persistent failure to comply with the uniform code	3
Failure to attend a Teacher detention	3
Damage - Property	3
Internal truancy (not going to lessons)	3
Any two lateness to school in a week/ Lateness on three occasions per half-term	3

Disruptive Behaviours that warrant a R4 (Senior Leader detention - 1h)	Behaviour Points for a reminder
Defiance/ Deliberate insubordination when given simple and reasonable instructions/ Refusing to follow instructions from staff/ Walking off from a member of staff.	4
Persistent behaviour(s) outlined as W3	4
Persistent insolence (on purpose rude and disrespectful behaviour/ Inappropriate language towards a peer and / or member of staff including gestures.	4
Persistent internal truancy (not going to lessons)	4
Swearing at other people	4
Walking off from a member of staff	4
Failure to attend a ML detention	4
Three or more lateness to school in a week	4
Inciting to actual physical violence and/ or damage to property	4
Placing other members of the school community at risk	4
Rude language which is deliberately discriminatory or swearing directed at any people	4

<b>Disruptive Behaviours that warrant a R4 (Senior Leader detention - 1h)</b>	<b>Behaviour Points for a reminder</b>
Cheating in exams/ assessments	4
Cyber bullying*	4
Graffiti*	4
Damaging equipment/property*	4

<b>Behaviours that trigger a R5 and removal to Reflection Room</b>	<b>Behaviour Points for referral to RR</b>
<b>Following investigation process – this may lead to an internal exclusion, fixed term or permanent exclusion</b>	
Persistent behaviour(s) outlined as W4	5
Refusal to go to the alternative classroom following an On Call	5
Any 3 On Calls within a half-term	5
Verbal abuse/ Aggressive/ Intimidating behaviour towards a member of staff/Student	5
Failure to attend a SLT detention	5
Persistent failure of report conditions/ targets.	5
Persistent failure to comply with the uniform code	5
Persistent use of a mobile phone/ headphones/ Bluetooth headsets in school without staff permission	5
Damage the reputation of the school, its staff, or other students	5
Bullying of any type*	5
Assault or inciting violence*	5
Fighting, physically aggressive or threatening violence*	5
Dangerous/unsafe behaviour* (Placing other members of the school community at risk)	5
Homophobic/racist language*	5
Bringing a weapon into school*	5
Damaging equipment/property*	5
Bringing stolen items into school*	5
Having alcohol, cigarettes/e-cigarettes or other banned substances in school *	5
Extortion*	5

## Appendix B: Tariff of rewards and sanctions

### Student CODE OF CONDUCT

We will teach students to take responsibility for their own actions and to accept the consequences of their choices in line with our SPIRES values:

- Striving for Excellence
- Participating in Learning
- Integrity
- Responsibility
- Celebrating the Exceptional
- Supporting our Community

Each of these values are reflected by specific school rules which set out both our positive expectations of students' behaviour and the actions which we view as unacceptable.

This Code of Conduct and the rules which support it are intended to ensure that all students: can work to the best of their ability and achieve their full potential. are safe, happy, accepted and integrated. develop good character and are prepared for adult life and work.

Value		Striving for Excellence Celebrating the Exceptional		
Routine for Success (RfS)	Behaviours	School expected actions that are - rewarded through House Points and Commendations - upheld through reminders and consequences		
<b>RfS 1 – High expectations for behaviour</b>  Students are entitled to disruption free learning every lesson, every day  It creates a safe, calm and happy place to learn (for students), and to work in (for staff)  It will lead to better achievement for students	We learn from, with and about others	All students should:		
	We listen to different points of view  We work well with others to achieve collective goals	SE1	Always show a positive attitude to challenges	
		SE2	Arrive to lessons on time and with the correct equipment, ready to learn	
		SE3	Sit as required by the seating plan and remove their coats upon entering the classroom	
		SE4	Work to the best of their ability during lessons	
		SE5	Ensure that their behaviour allows all other students to make good progress in their learning and does not undermine the teacher's authority	
		SE6	Ensure their work is presentable	
	SE7	Complete classwork and homework on time and to the best of their ability		

Value		Striving for Excellence Celebrating the Exceptional	
Routine for Success (RfS)	Behaviours	School expected actions that are	
		<ul style="list-style-type: none"> <li>- rewarded through House Points and Commendations</li> <li>- upheld through reminders and consequences</li> </ul>	
<p><b>RfS 2 – Morning Gate Duty</b></p> <p><b>Ensure uniform meets high expectations of the uniform policy for 100% of students</b></p> <p><b>RfS 5 Uniform after Entrance into the school grounds</b></p> <p>Uniform instils a sense of pride and belonging</p> <p>It prepares the students for the world of work where there is usually a dress code/ uniform</p>	<p>We take responsibility when things go wrong and learn from every mistake</p>	SE8	Tidy everything away at the end of each lesson and wait to be dismissed
		SE9	Attend all intervention sessions as requested
		SE10	Relish challenging targets, be able to describe their progress towards meeting them and how they plan to improve
		SE11	Make the most of all the leadership opportunities on offer
		SE12	Always wear the school uniform with pride (including on the way to school and from school)
		All students must not:	
		SE13	Allow themselves to become negative or apathetic about their work and progress
		SE14	Be late to lessons
		SE15	Be unprepared for lessons or bring the wrong equipment with them
		SE16	Ignore constructive feedback from staff and other students
		SE17	Eat or drink during lessons
		SE18	Copy work from other students or sources
		SE19	Leave classrooms without permission
		SE20	Leave classrooms untidy
		SE21	Submit homework late
SE22	Deviate from the uniform code		

Value		Participating in Learning	
Routine for Success (RfS)	Behaviours	School expected actions that are	
		<ul style="list-style-type: none"> <li>- rewarded through House Points and Commendations</li> <li>- upheld through reminders and consequences</li> </ul>	
<p><b>RfS 1 – High expectations for behaviour</b></p>	<p>We are honest and sincere in everything we do</p>	All students should:	
		P1	Work well and co-operate with others, listen to them and respect their opinions
		P2	Listen actively while others are talking

Value		Participating in Learning	
Routine for Success (RfS)	Behaviours	School expected actions that are	
		<ul style="list-style-type: none"> <li>- rewarded through House Points and Commendations</li> <li>- upheld through reminders and consequences</li> </ul>	
<p>It allows full concentration in lessons without distraction</p> <p><b>RfS 4 – Starts of Lessons</b></p> <p>We make sure that all lessons start in a calm and orderly way</p> <p>We engage students in learning quickly and effectively</p>	<p>We make the right choices even when things are hard</p> <p>We share responsibilities and tasks to achieve even better outcomes</p>	P3	Welcome the ideas and experiences of other students
		P4	Try to understand other people’s point of view, even when they differ from their own
		P5	Appreciate any feedback which staff give in order to improve their work
		P6	Ensure all information is passed quickly between home and school
		P7	Follow the rules, expectations and instructions of staff; first time, every time
		P8	Accept when they are wrong, learn from their mistakes and apologise for their actions and for any disruption or harm they may have caused
		P9	Agree to any sanctions they may be given without protesting or complaining
		P10	Listen to and learn from constructive feedback
		All students must not:	
		P11	Stop others from working
		P12	Undermine our collective efforts to learn and achieve
		P13	Fail to follow instructions from teachers and other school staff immediately
		P14	Engage in conversations with each other which are inappropriate or offensive

Value		Integrity Responsibility	
Routine for Success (RfS)	Behaviours	School expected actions that are	
		<ul style="list-style-type: none"> <li>- rewarded through House Points and Commendations</li> <li>- upheld through reminders and consequences</li> </ul>	
<p><b>RfS 1 – High expectations for behaviour</b></p>	<p>We are approachable, caring and inclusive</p>	All students should:	
		R1	Be respectful of each other, of their school staff, school environment and community. Always show a caring and polite attitude.
		R2	Consider other people’s feelings and never make hurtful remarks

Value		Integrity Responsibility	
Routine for Success (RfS)	Behaviours	School expected actions that are - rewarded through House Points and Commendations - upheld through reminders and consequences	
<p>We are creating a culture of respect and active participation</p> <p><b>RfS 3 – Mobile phones</b></p> <p>Less distractions in and out of lessons</p> <p>Help tackle bullying on social media</p> <p><b>RfS 6 – Break and Lunch Duty</b></p> <p>Behaviour out of lessons must match the high expectations within lessons</p> <p>We are focusing on building a positive community both inside and outside of lessons</p> <p><b>RfS 7 – Transitions Between lessons</b></p> <p>Ensure an orderly, calm and efficient start to every lesson</p> <p>Ensure the safety of students is maintained</p>	<p>We are considerate, attentive and appreciate others</p> <p>We value different beliefs, cultures and approaches</p>	R3	Treat each other with kindness, always be polite and courteous
		R4	Always help others
		R5	Report bullying and speak up when someone is in need of help
		R6	Uphold fundamental British values and reject all forms of discrimination and extremism
		R7	Respect each other's space, both within the school and in the school's outdoor environment
		R8	Enter and leave the school by the designated student entrance and exit
		R9	Move around the school in a quiet, polite and orderly way
		R10	Always keep to the designated paths when moving around outside
		R11	Knock on classroom doors before entering
		R12	Hold doors open and let adults/visitors pass through
		R13	Play safely and calmly when outdoors
		R14	In the dining hall: have quiet conversations at the table, show good table manners, be clean and tidy and take time to enjoy the meal
		R15	Stop playing when warning bell and/ or whistle sounds for end of break and lunch; pay attention and listen
		All students must not:	
		R16	Show disrespect to staff and other students
		R17	Use the mobile phones, iPods, or other electrical items at any times and whilst into the school grounds
		R18	Swear, shout or call other people names
		R19	Smoke in or near the school site or anywhere in school uniform
		R20	Leave the school premises during the school day without written permission
		R21	Chew gum at any time
		R22	Run along the corridors or stairways
		R23	Lean over the balconies

Value		Integrity Responsibility	
Routine for Success (RfS)	Behaviours	School expected actions that are	
		<ul style="list-style-type: none"> <li>- rewarded through House Points and Commendations</li> <li>- upheld through reminders and consequences</li> </ul>	
throughout corridors and between buildings  Ensure that the school is calm and orderly between lessons		R24	Take photographs, videos, or other recordings of members of the school community without their permission or post them on websites or social media without their consent
		<b>At the heart of our INTEGRITY and RESPONSIBILITY values is treating others as we wish to be treated. In keeping with this, the following behaviours are strictly forbidden under the School Rules and will result in severe sanctions:</b>	
		R26	Violence to others
		R27	Bullying or intimidation: physical, verbal or otherwise
		R28	Stealing or bringing stolen goods into school
		R29	Bringing items into school which are harmful to themselves or others, including: tobacco products (including e-cigarettes); alcohol; illegal drugs and substances; pornographic images of any kind; fireworks; knives and other weapons; matches and lighters; items that can be used to cause injury or commit an offence
		R30	Bring or access material in school that is inappropriate or offensive in nature, including material which contains inappropriate, offensive, or illegal images
		R31	Drug-taking or drug-dealing
		R32	Engage in discriminatory or extremist activity which is contrary to fundamental British values

Value		Supporting our Community	
Routine for Success (RfS)	Behaviours	School expected actions that are	
		<ul style="list-style-type: none"> <li>- rewarded through House Points and Commendations</li> <li>- upheld through reminders and consequences</li> </ul>	
<b>RfS 2 – Morning Gate Duty</b>  Positive welcome into school for all students	We are passionate about helping others	All students should:	
		SC1	Consider the effect of their decisions and behaviour on others before acting
		SC2	Be excellent ambassadors for the school

Value		Supporting our Community	
Routine for Success (RfS)	Behaviours	School expected actions that are	
		<ul style="list-style-type: none"> <li>- rewarded through House Points and Commendations</li> <li>- upheld through reminders and consequences</li> </ul>	
<p>Ensure calm and order near the school for the local community</p> <p><b>RfS 6 – Break and Lunch Duty</b></p> <p>Behaviour out of lessons must match the high expectations within lessons</p> <p>We are focusing on building a positive community both inside and outside of lessons</p> <p><b>RfS 7 – Transitions Between lessons</b></p> <p>Ensure the safety of students is maintained throughout corridors and between buildings</p>	We think about others in every decision we take	SC3	Always be respectful to all members of the public and the community
		SC4	Greet all visitors to the school and be polite
	We strive to go the extra mile in everything we do	SC5	Have an awareness of, and empathy for, those less fortunate than themselves, and always be considerate of other people’s circumstances
		SC6	Get involved in the wider life of the school, including charitable and community events
		SC7	Look after the school environment and take pride in its appearance
	We look to make things easier for people we have responsibility for	SC8	Go straight home after school and refrain from lingering outside the school
		All students must not:	
	We work hard to serve and improve our community	SC9	Do anything which will damage the reputation of the school, its staff, or other students
		SC10	Show disrespect to members of the public and the community
		SC11	Damage the school building or school property
		SC12	Waste school resources
		SC13	Drop litter in and around school
		SC14	Become involved in anti-social behaviour outside school