OXTED SCHOOL

BEHAVIOUR POLICY

Date created: November 2015  Governors Committee responsible: Local Governing Body
Date Reviewed: July 2018  Senior contact: Headteacher
Review Period: Annual  Next Due for Review: July 2019
Date ratified: July 2018

Purpose

In order to function as an effective School community and to be in a position to provide a good education and experience for all students, we need to ensure that behaviour in and around the School contributes to providing a positive climate in which to learn. Good behaviours help to create and sustain a purposeful environment in which all members of the School community can achieve. A shared understanding within the School community of what constitutes good behaviour is needed to underpin this. This policy aims to make clear both expected codes of conduct and responses to both positive and negative behaviours.

Terms of Reference

This policy statement has been developed in consultation with Governors, the Senior Leadership Team, Staff and Students, with the advice of the Local Authority and appropriate partner agencies, in recognition of statutory regulations.

This policy is written in response to the Education and Inspection Act 2006 and with reference to the Equality Act (2010).

The following DfE guidance will be used in conjunction with applying the policy:

- Behaviour and discipline in schools (2014)
- Use of Reasonable Force - advice for head teachers, staff and governing bodies July 2013
- Screening, Searching and Confiscation - advice for head teachers, staff and governing bodies (Jan 2018)

As with all THPT policies, there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment.

We aim:

- To promote the highest standards of academic achievement.
- To develop personal responsibility and self-motivation.
- To create an environment in which good behaviour enables effective teaching and learning to take place.
- To make the School a safe environment in which good relationships are established.
• To encourage good behaviour within the community in order to maintain the good reputation of the School.
• To practise equal opportunities in learning.
• To build an awareness of the world and a respect for other cultures.
• To be consistent in rewarding good behaviour and challenging and censuring bad behavior.

We value:
• Our core values of:
  • Respect for self and others
  • Taking responsibility for our actions.

We offer:
• Security and support.
• A partnership with parents.
• A School to take pride in.
• A caring environment.

We reject:
• Prejudice.
• Bullying.
• Selfishness.
• Dishonesty.
• Irresponsibility.

Student behaviour at Oxted is divided into 2 sections:-

1. Faculty behaviour - student behaviour in the classroom - to be owned by the class teacher the Head of Department, the Head of Faculty and the SLT line manager for that faculty.

2. School community - Community codes: student behaviour out of lessons (before school, after school, between lessons, break and lunchtime) - to be owned by the tutor, the Year team, the Assistant head pastoral lead.

Staff need to take responsibility of owning the ‘learning environment' of their classroom. We will work together to enforce positive learning behaviour in the students.

The class teacher needs to ensure that they:-

a) Have high behavioural expectations.
b) Understand the ‘Escalation of behaviours ladder (see below)
c) Make the student’s explicitly aware of your behavioural expectations/and barriers.
d) Be assertive - be consistent and follow the behaviour policy.
e) Ensure lessons are challenging, engaging and differentiated.
f) Model positive behaviour - remain calm and in control, give students choices, speak to the behaviour, use thank you and not please, encourage and be proactive not reactive.
g) Effective relationships - get to know your students and form positive working relationships with them.
h) Praise and reward positive behaviour (House points, call home, postcards etc) - catch them being good.
i) Inform the parents as soon as a problem arises.
Act on any inappropriate behaviour by logging correctly on PARs (logging only 1 incident per lesson, using the correct offence option, writing an accurate comment of the incident, and outlining your intervention e.g. issuing a detention or calling home.

Students have a responsibility to focus on learning and demonstrate a positive attitude in lessons and in the school community. They are familiar with the ‘Readiness to learn’ routine which are the basic expectations for behaviour. Students understand the discipline and sanctions system used by the school.

‘Readiness to Learn’ Routine

- We will ‘Meet and Greet’ you with a smile - uniform will be checked as you enter
- You should sit in your seating plan (eg Boy/girl boy/girl)
- You should put your equipment on your desk - books/pencil case etc.
- Your bag should be on the floor and your coat must be off
- You must start the ‘starter’, ‘THUNK’, response to Feedback, or 10 minute challenge without delay

At the end of the lesson:

- You should stand silently behind your chair, check uniform is correct (no coats), and then your teacher will ask you to leave.

Rewards

‘Sanctions contain behaviour, rewards change behaviour.’

Oxted School believes that rewards should be inclusive and recognise a range of academic and community achievements.

Praise should be central to the way we operate in class. Rewards should be simple, immediate, incremental, consistent and valued.

Staff should work on the premise that they are required to reward three times more than they sanction.

- Merit points can be given via PARs for Good progress, school community contribution, extra-curricular and for successfully demonstrating the Oxted Powerful Learner Characteristics.
- Merit points will count towards ‘Champion House’
- For particular success in a subject/community area a commendation can be issued.

Oxted School’s rewards structure takes into account the individual’s ‘Approach to learning’ by recognising the following:-

- The student’s number of merit points
- The student’s attendance
- The student’s academic achievement
- The student’s contribution to school life (House/Department)
- The student’s Leadership at all levels
- The student’s Individual success
The above data is then converted to a student ‘Success Grade’ of the following colours:

<table>
<thead>
<tr>
<th>Colour</th>
<th>Description</th>
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<tbody>
<tr>
<td>Gold</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Silver</td>
<td>Excellent</td>
</tr>
<tr>
<td>Bronze</td>
<td>Good</td>
</tr>
<tr>
<td>Amber</td>
<td>Requires improvement</td>
</tr>
</tbody>
</table>

- Student ‘Success Grade’ forms the foundations for the rewards for gold, silver and bronze students, such as: postcards home, House events, House colours, House reward trips.
- Faculty Rewards - All faculty leads should plan to recognise success, achievement and contributions within the faculty. The SLT link manager will monitor the effective use and communication of these rewards.
- All rewards should be communicated to home.

**Disruptive behaviour in lessons**
All staff should have and expect high expectations of behaviour in lessons. They should adapt a positive behaviour management style. Where students do not meet the school’s expectations staff should follow the three-strike rule.

<table>
<thead>
<tr>
<th>3 STRIKE RULE</th>
</tr>
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<tbody>
<tr>
<td><strong>BEHAVIOUR</strong></td>
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<tr>
<td>Name on board</td>
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</table>
| Yellow | • 30 minute faculty/ Pastoral detention  
• Parents contacted.  
• Restorative conversation  
• Class work/task. | FAILURE TO ATTEND  
• 60 minute detention |
| Red | • Sent out to department referral room  
• 60 minute faculty / Pastoral detention  
• Parents contacted.  
• Restorative conversation  
• Class work/task. | FAILURE TO ATTEND  
• 90 minute SLT detention – Friday  
• 3.20-4.50pm |
| SLT Call Out | • Placed in ILU – rest of the day.  
• Loss of all break and lunch that day.  
• SLT detention. | • ILU until 4pm  
• Repeat SLT detention. |

When using the three-strike rule, staff should ensure that all warnings are clearly communicated to the student, speaking only to the behaviour being displayed and working to de-escalate the situation.

Staffs are responsible for making sure that they address all behaviour issues and try strategies to keep the student in the lesson, including allowing the student time to take up instructions.
Staff should take into account the needs of the individual when applying the behaviour policy or seek advice from either the year team or SEND department if necessary.

Community sanctions

If a student is late for School, has poor uniform, or is late for tutor time then they are issued with a ‘School Community’ lunchtime detention (run by the House teams). Teachers can also issue detentions after School, at break or at lunch to sanction students.

Detentions

Detentions are used at Oxted School. It is an expectation that all students attend detentions. All detentions should be communicated with home. All detentions should be set using PARs. If a student is unable to attend the detention, this should be communicated to the staff member before the set detention.

If a student fails to attend a detention without communicating this to the staff member, the detention will be escalated as per the three-strike rule policy.

Internal Learning unit

For ‘one off’ serious incidents, students can be issued with one or more days in the Internal Learning Unit with the day finishing at 4.00pm. During this period the student may be asked to contribute positively to their School community and reflect on their behavior or actions.

Fixed Period Exclusions (including Permanent Exclusion)

When a student is involved in a very serious incident then they may be given a Fixed-Term Exclusion. Oxted School adheres to DfE expectations and strictly follows Surrey County Council guidelines on exclusions:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

When a student becomes at risk of a permanent exclusion, then a clear process and history of support must have been followed. Students are supported and monitored from ‘low’, ‘moderate’ and ‘high’ need through the Pastoral Team with the Tutor always at the centre. When a student becomes ‘high’ need/risk then they will usually be supported by the Emotional and Social Support team. External agencies, support plan documentation, reports and additional support will be invited throughout to reduce any possible permanent exclusion. We never pursue a permanent exclusion for CiC (Children in Care) or previously (LAC) students and always work in partnership with the Virtual School to find a resolution.

Other sanctions or strategies to improve behaviour may be used in addition to those listed above. Reasonable adjustment to the behaviour policy should be used when taking into account the individual needs of the student.

Searching or screening Students

Where there is a suspicion that a student may have prohibited items in School this information should be passed to a Head of Year or a member of Senior Staff. A search may then take place, if there is suspicion that a student may be under the influence of banned substances the school should revert to the Drug and Substance Misuse Policy. In the event that a search or screen of the student’s personal effects or locker takes place, two members of staff will be present. At least one member of staff will be the same sex as the student being searched. The student’s consent will be sought before any search takes place, but if there is a suspicion that knives, weapons, alcohol, illegal drugs, tobacco and cigarette papers, pornographic images, fireworks, stolen items or any item that the member of staff reasonably suspects has been, or is likely to be, used: to commit and offence, or to cause personal injury to, or damage property of, any person (including the pupil) may be involved
then the School has the right to search without the student’s consent (Section 550ZA, Education Act 1996). The person conducting the search must not require the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. If the student refuses to co-operate with a search. In such circumstances, the school has the power to apply an appropriate disciplinary penalty.

Searching an electronic devices. The school have the power to search any electronic device and the files contained in said device, if there is suspicion that this device has been used to commit an offence or cause personal injury. The school have the power to delete data or files if they think there is good reason to do so, unless they are going to give the device to the police.

In the event that any prohibited items are found to be in the student’s possession then the Police will be informed accordingly, as will the parents/carers. The School will follow all guidance provided in relevant DfE guidance.

Although there is no legal requirement to inform the parents or guardians that a search has taken place, Oxted School are committed to informing parents/guardians in a timely fashion. Oxted School are committed to keeping records of searches, although there is no legal requirement to do so. All records should be kept in the intervention section on SIM’s. All complaints should follow the normal complaints procedure as set out in the ‘Responding to concerns policy’.

Incidents involving students beyond the School gate

In the event that a student behaves in an unacceptable way outside school grounds that result in issues being brought into School or bringing the School into disrepute, then the School’s Behaviour Policy will be applied.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaviour outside school.

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable.”

Teachers may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school or
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the School

The use of reasonable force
The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

In the event that a member of staff makes the professional decision that reasonable force is required in a situation to control or restrain a student, this should be immediately reported to a member of the Pastoral Team or SLT. The use of reasonable force (defined as using no more force than is needed) should not be necessary in the majority of situations where disruptive or challenging behaviour can be diffused using a range of behaviour management techniques. Control may involve passive physical contact, for example standing between students or active physical contact such as leading a student by the arm out of a classroom. Restraint may be used when two students are fighting and will not separate.

**Malicious Allegations**

Students who are found to have made malicious allegations are likely to have breached School behaviour policies. We would therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

**Staff Development and Support**

- At the start of terms, the SLT remind staff about agreed practices to support and promote good behaviour.
- The School’s twilight professional development programme provides regular INSET opportunities to develop strategies for dealing with challenging behavior.
- Staff coaching in effective behaviour management practice is available from the Inclusion Team

**Parent Engagement**

- The partnerships we make with our parents are very important to us.
- When rewarding or sanctioning a student it is essential we work closely with the parents.
- We believe our parents are a vital resource in changing student behavior.
- Feedback from parents is crucial to our policy and procedure making.
- Parents will actively be able to track their child’s behaviour and rewards via parent portal or Frog.

**Principles agreed by the Governors**

- The Behaviour Policy applies to all members of the School community, on and beyond the School site, on their way to and from School and any students involved in an activity associated with the School. It also applies to students who bring external issues into School that harm the School community or bring it into disrepute.

- The interests of the School community as a whole should determine the development of procedures and practices within the Behaviour Policy.

- The Behaviour Policy should operate in a way consistent with, and complimentary to, other relevant School policies, eg Equal Opportunities, and reflect the aims of the Special Educational Needs and Disability Equality Scheme.

**Further information and Guidance**

- Staff handbook or planner.
- School Prospectus.
- Student Planner.
- Home/School Partnership Agreement.
- Equality Policy.
- Anti-Bullying Policy.
- DfE guidance.
- Looked after Children Policy.