



Oakgrove School

Behaviour Management Policy

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ADOPTION AND AMENDMENTS TO BEHAVIOUR MANAGEMENT POLICY

Written June 2005

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Whole Document	FGB 28 June 2012	FGB page 32 – June 12
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Oakgrove School Behaviour Management Policy

Oakgrove School is a centre of educational excellence, committed to providing the best educational experience for every student. Each member of the Oakgrove School community has the right, and responsibility, to ensure that the traditional values of respect and courtesy are maintained. We are committed to the 2010 Equalities Act and training has taken place with all staff, including governors.

All members of the Oakgrove School community are committed to a policy of positive behaviour management. Students are rewarded for demonstrating the required attitudes for learning and the consistent application of consequences ensures that a positive learning environment is maintained.

Unless specifically identified to a particular key stage, this policy applies to all students attending Oakgrove School.

Objectives

- To promote good behaviour and discipline;
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability;
- To encourage consistency of response to both positive and negative behaviour;
- To promote early intervention and to involve Outside Agencies where appropriate;
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community;
- To encourage a positive relationship with parents and carers to develop a shared approach involving them in the implementation of the school's policy and associated procedures and to offer opportunities for them to comment on/contribute to the ongoing process of review of this policy;
- To provide opportunities for students to contribute to the evaluation and review of the Behaviour Management Policy of the school;
- To ensure that all students are treated equally and in an environment free from harassment and bullying.

Attitudes for Learning (AfL)

The required Attitudes for Learning (AfL) are simply stated as Being Ready to Learn and require every individual to take personal responsibility for their behaviour. Children in the Primary will be supported in acquiring the required AfL as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in V&E lessons and 'House' system.

Being Ready to Learn means:

- coming to school with a positive attitude;
- arriving on time;
- being properly equipped;
- performing to the best of your ability;

Oakgrove School Behaviour Management Policy

- being calm and attentive.

Taking Personal Responsibility for behaviour means:

- respecting the right of others to learn; their opinions, personality, privacy and property;
- following the Oakgrove School Uniform policy;
- moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors;
- seeking support/guidance from an appropriate adult if needed; caring for the environment in and around the school;
- eating and drinking only at designated times and in designated places;
- behaving appropriately whilst in school uniform to uphold the school's outstanding reputation and status.

Roles and Responsibilities

The Governing Body of Oakgrove School will establish, in consultation with the Headteacher, the Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

Staff Responsibilities

All staff at Oakgrove School, both teaching and associate, are responsible for ensuring that the Behaviour Management Policy, and the procedures contained within it, are applied consistently and fairly.

It is the primary responsibility of teaching staff to manage the learning environment within their classrooms. In discharging this duty, staff will reward students for achieving the required AfL award commendations/merits for those producing work of a given standard and apply consequences for those students choosing not to satisfy the required AfL. The specific behaviour management roles of teachers are described in their job descriptions and include specifically addressing all forms of bullying including name calling etc.

Parental/Carer Responsibilities

The behaviour of students both inside and out of school remains the responsibility of the parents/carers of that individual. Parents/Carers should be aware that teachers have a statutory power to discipline students for misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school. By signing the Home/School Agreement the parents/carers of a student have indicated their support for Oakgrove School's Behaviour Management Policy.

Behaviour to and from school

The school's normal disciplinary procedures apply to students travelling to and from the school premises in school uniform.

Oakgrove School Behaviour Management Policy

Behaviour on school trips

The school's normal disciplinary procedures apply to school trips. Incidents of misbehaviour will result in a student not being allowed on future school trips, other than those with a curriculum necessity, as well as the imposition of the normal sanctions. For those students taking part in an international/residential trip they will be asked to sign a conduct of behaviour agreement before departure. This will be counter signed by parents/carers.

EYFS, Key Stage 1 and 2

Rewards

A culture of high expectation and positive behaviour management alongside a range of positive consequences or rewards support children in developing their Attitudes for Learning (AfL). Explicitly teaching students how to develop the required AfL is at the heart of our classroom practice and is the responsibility of all adults within the school.

A school wide stamp system rewards children for exhibiting Attitudes to Learning appropriate for the age and level of development. The children collect stamps over the course of a term and receive a reward each time a stamp sheet is completed. Completed stamp sheets result in the children being awarded Merit Badges, which are celebrated in assembly.

Individual classes will have specific class and individual reward systems appropriate to the age and level of development of the children. These might include sticker charts (individual or group based), table point systems, the use of the class behaviour board to highlight positive behaviour or other strategies which fit with the overall ethos of the school.

A whole school 'Golden Time' of 30 minutes each week is used to encourage and reward all students.

Consequences

Reward and sanction boards are displayed in every classroom throughout the school and are referred to on a regular basis. These are used fairly and consistently and with regard to the underlying principles of positive behaviour management.

Consequences are logical and proportionate to the age of the child and the seriousness of the negative behaviour. An example of this might be a child forgoing a portion of their Golden Time due to them failing to uphold the necessary AfL.

Negative behaviour is viewed as a teaching opportunity which should reinforce the high expectations of the school and support the spiritual, moral, social and cultural development of the child.

Oakgrove School Behaviour Management Policy

Key Stage 3 and 4

Rewards: The Stamp System

Students should expect to receive a stamp in their Oakgrove Planner at the end of each lesson for successfully satisfying the required AfL. At the end of each academic term and year student's stamps are totalled and go towards individual and group recognition. In Key Stage 3, House Commendations are awarded for the production of a piece of assessed work which is graded above a student's current attainment. These attract 5 stamps for the student's tutor group. House Merits are awarded for good contributions in class and outstanding pieces of homework. These attract 1 stamp for the student's tutor group.

In Key Stage 3 and 4, students can also receive Attendance Stamps (worth 1 stamp per week) for every week in which they achieve 100% attendance. In Key Stage 4, House Commendations (worth 5 stamps) and House Merits (worth 1 stamp) can be awarded. Additionally, House Revision Stamps (worth 5 stamps) can be awarded at the discretion of staff for positive contributions to lessons, meeting coursework deadlines and/or for embodying the ethos of Excellence, Innovation and Respect. Stamps awarded for Attendance and Merits are eligible for redemption by the student receiving them as outlined in the Key Stage 3 rewards system.

Rewards are issued weekly, termly and annually. Students are able to qualify for rewards as individuals who have demonstrated excellent progress/attainment over the term/year. Students are also able to qualify for rewards through the combined efforts of their tutor groups to collect the most stamps. Other rewards are at the discretion of the Learning Co-ordinators and functions such as the school proms at the end of Yr.11 require students to reach specific targets.

Consequences: The Stamp System

Consequences are applied when a student chooses not to achieve the required AfL.

Students receive codes in their planners instead of stamps if the required AfL are not met. These are coded as follows:

- U - incorrect uniform
- L - arriving late to school or lesson
- H1 - failing to produce homework by the due date
- H2 - failure to produce a piece of homework for the second time
- E - failing to bring all pieces of equipment required for a lesson
- B1 - the student is behaving inappropriately
- B2 - following a further warning, the student is still behaving inappropriately. A teacher sanction will follow.
- B3 - following a further warning, the student is still behaving inappropriately. This generates a ½ hour lunch detention at KS3 and a ½ hour after school detention at KS4.
- B4 - following a further warning, if the student is still behaving inappropriately and is removed to a lesson with another member of staff where appropriate.
- B5 - the student has been removed from the lesson and taken to the Behavioural Guidance Unit.
- M - mix of L/H/E/B1
- P - the student has been using their mobile phone, or seen with their mobile phone out.

Oakgrove School Behaviour Management Policy

The full range of rewards and consequences are detailed in specific appendices to this policy. In addition, specific policies are available which describe Oakgrove School's approach to Bullying, Equality, Health & Safety and Substance Abuse.

Key Stage 5

There is an expectation and requirement that students in years 12 and 13 behave in accordance with the principles laid out in this policy. These expectations are communicated to students via their induction programme, Sixth Form Agreement which they sign, and regularly thereafter via assemblies, tutorials and notices displayed throughout the sixth form area. Should students fail to act in an appropriate manner, sanctions will be considered and, if deemed necessary, implemented – see Appendix 3.

Training

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

Evaluation and Review

The Behaviour Management Policy of Oakgrove School is evaluated and reviewed on an annual basis, and the whole policy, and any amendments recommended, are agreed by the Governing Body.

Oakgrove School
June 2018

**Oakgrove School
Behaviour Management Policy**

Appendix 1 – The Oakgrove Reward System (Key Stage 3 and 4)

The Oakgrove Stamp System

Students receive a stamp in their Oakgrove Planner at the end of each tutor period and lesson for successfully meeting the required AfL. In addition, stamps are awarded for participation in extra curricular clubs and for success in out of school activities (worth 2 stamps). All stamps are also counted in the student's tutor group total as part of the Tutor Group of the Year Competition. House Commendations and House Merits for each student will also be totalled for the House system.

In Key Stage 3, House Commendations are awarded for the production of a piece of assessed work which is graded above a student's current attainment. These attract 5 stamps for the student's tutor group. House Merits are awarded for good contributions in class and outstanding pieces of homework. These attract 1 stamp for the student's tutor group.

In Key Stage 4, House Commendations (worth 5 stamps) and House Merits (worth 1 stamp) can be awarded. Additionally, House Revision Stamps (worth 5 stamps) can be awarded at the discretion of staff for positive contributions to lessons, meeting coursework deadlines and/or for embodying the ethos of Excellence, Innovation and Respect.

The receipt of the House Commendations, House Merits, House Revision and Attendance stamps will qualify students for awards at the end of term and end of year. Additional awards are provided at the Annual Achievement Assembly as well as in Year group assemblies at the end of term/year.

Oakgrove School Behaviour Management Policy

Appendix 2 – Consequences (Key Stage 3 and 4)

The Governing Body of Oakgrove School believe that consequences are required to respond to inappropriate behaviour. Students/pupils will be treated equally, in accordance with the Equality Act 2010 and this policy applies to all students/pupils. Most consequences are classroom based and result from students choosing not to satisfy the required AfL.

A code in the planner will be applied if a student:

- Chooses not to arrive on time to either school, a tutor period or lesson;
- Chooses not to have the necessary uniform or equipment for a lesson;
- Chooses not to complete or submit homework as required;
- Chooses to disrupt their own learning or the learning of others;
- Chooses to be in parts of the school that are deemed 'out of bounds' (e.g. corridors during lunch and break times).
- Chooses to use their mobile technology whilst in school.
- Chooses to chew gum in school.

If, having lost a stamp for behaviour (e.g. B1) a student continues to choose not to meet the required expectations of the class teacher/learning advisor they will be given a further verbal warning. If the student continues to misbehave they will receive a B2 consequence unless they modify their behaviour.

Should a student persist with their chosen behaviour they will receive a further verbal warning. Continued behaviour which fails to meet the required expectations will result in a B3 being issued which triggers a ½ hour lunch detention in KS3 and a ½ hour after school detention at KS4. At this stage a detention sticker is placed in the students' planner to ensure that the parent/carer has notice of the detention. Failure to attend the ½ hour detention will lead to a 1 hour after school detention with a member of SLT. At this stage a detention sticker is placed in the students' planner to ensure that the parent/carer has at least 24 hours written notice of the detention.

Should a student continue to choose not to satisfy the required AfL a final verbal warning will be issued by the classroom teacher/learning advisor. This may result in a B4 or a B5 code, dependant on the behaviour. B4 codes result in students being placed in an alternative lesson (e.g. Yr.13 lesson) where possible, whilst B5 codes result in student being placed in the Behavioural Guidance Room (BGR).

The teacher or learning advisors will contact Reception by email/telephone requesting the teacher on First Call (usually a member of SLT) to assess the situation and establish the nature and seriousness of the incident (this ensures a consistent approach across the school). On arrival at the BGR the student will be given the opportunity to write/record their interpretation of the events that had resulted in their removal from the lesson.

On receipt of a student being sent to the BGR the period of time will be determined by a Learning Co-ordinator or member of SLT. The parents/carers of the student will be informed of the sanction if the student is placed in BGR for a day or more via letter and/or telephone. The student's future conduct will be monitored by the Learning Co-ordinator and the Senior Leadership Team.

Oakgrove School Behaviour Management Policy

Students repeating behaviour detailed above or choosing to use physical violence against another student, physically assault a member of staff, bullying, possessing drugs/alcohol/banned substances, stealing, setting off fire alarms/extinguishers or possessing weapons are likely to be excluded from school.

On some occasions, where it is deemed a fixed term exclusion is not appropriate, a placement at another educational establishment may be arranged. The location and length of these placements can vary but they will not be counted as fixed term exclusions.

The consequence of these actions will generally be a formal exclusion from Oakgrove School for a fixed term or potentially permanent. The parents/carers of the student will then be required to attend a formal reintegration meeting with a senior member of staff during which the most appropriate support will be discussed/arranged. The student will also be placed on a Red Report and monitored by their tutors, Learning Co-ordinator and a member of the Senior Leadership Team.

The Use of Exclusion

The decision to exclude a student from Oakgrove School will be taken when:

- a serious breach of the Behaviour Management Policy has occurred;
- there has been persistent failure to comply with the expectations of the school and the AFL policy;
- allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision to exclude a student will take into account the likely impact of the chosen behaviour on the life of the school, and this may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

In the case of fixed-term exclusions, the Headteacher may exclude a pupil for up to 45 days in any one school year. Education provision for exclusion beyond 5 days will be at another Milton Keynes Secondary School, the specific destination is determined at the time of need and based on a reciprocal agreement with the other Milton Keynes secondary schools.

The school will consider fixed term/permanent exclusions or an emergency referral to Alternative Education for the possession, supply and consumption of illegal substances, alcohol and tobacco.¹ This may be a single 'one-off' offence or as a consequence of persistent failure to follow school rules. Other instances which may lead to a decision to exclude either as a fixed term or permanent exclusion include, but are not restricted to, offences relating to physical violence, sexual assault, bullying, possession of an offensive weapon or persistent failure to comply.

¹ The police will be contacted to collect any confiscated illegal substances.

Oakgrove School Behaviour Management Policy

Fixed Term Exclusions

Fixed term exclusions are likely to occur for the following offences, although this is not an exhaustive list:

- Persistently failing to comply with the expectations of the school;
- Smoking on school site;
- Serious and/or persistent rudeness;
- Deliberately setting off a fire alarm or extinguisher;
- Choosing to use physical violence against another student or a member of staff;
- Physically or verbally assaulting a member of staff;
- Being in possession of illegal drugs and/or paraphernalia or alcohol at school or other banned substances;
 - Any confiscated substance will only be returned to the students' parent or carer. The school also retains the right to destroy banned substances in line with government recommendations;
- Theft;
- Any incidents of bullying/racial/homophobic comments.

Permanent Exclusion:

Permanent exclusion will normally only be used as a last resort when a range of other strategies has been exhausted. In some cases, students may be referred to Alternative Education through the referral system provided by Milton Keynes Behaviour Partnership.

In exceptional circumstances, Oakgrove School will automatically consider permanent exclusion for students who commit a first or one-off offence, including, but not limited to:

- selling illegal drugs;
- physically assaulting a member of staff;
- committing a serious assault on another student;
- persistently bullying another student;
- being in possession of a weapon;
- persistent failure to comply;
- committing arson and/or vandalism;
- committing any form of sexual offence.

Supporting Students/Referral to Outside Agencies

The student's reintegration will be monitored through a targeted red report, monitored by a member of the relevant Learning Co-ordinator for a minimum of one week. Students returning from a second fixed term exclusion may be required to sign a Behaviour Contract drawn up in consultation with parents/carers and the Learning Co-ordinator and member of SLT during the Reintegration Meeting.

Students who are excluded for more than 10 days during an academic year will also be in receipt of a Pastoral Support Plan (PSP) and/or Behaviour Contract. This will be written following consultation between the student, the parent/carers of the student and the Learning Co-ordinator.

Oakgrove School Behaviour Management Policy

Students who require additional support can be referred to specialist services following consultation between the Learning Co-ordinator, SENCO, Assistant Headteacher and parent/carer of the student.

- Oakgrove School will access appropriate specialist adolescent, child and family support services where necessary.

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Oakgrove School
Behaviour Management Policy
Appendix 3 – Key Stage 5 - Sanctions

The following sanctions will be considered in the event of inappropriate behaviour in Key Stage 5 (Years 12 and 13):

1. Increased use of compulsory 'Supervised Study' to ensure that students complete outstanding work for their subject(s) and teacher(s). This can be up to 10 hours per week at a location determined by the Head of Year, Director of Sixth Form or any member of the school's Senior Leadership Team.
2. The use of the school's BGR for behavioural incidents. This may be for specific lessons or days, depending on the specific behaviour concern. The amount of time spent in the BGR is at the discretion of the Head of Year, Director of Sixth Form and any member of the school's Senior Leadership Team (SLT).
3. For students who are significantly behind with their studies due to a lack of work and commitment, the school will automatically consider withdrawing them from specific subject(s).
4. For students with persistent absence (i.e. under 85% attendance threshold), the school will consider, and if necessary, action the removal of exam entry for specific subject(s). This will not apply to students who have had serious medical issues, as certified by a doctor, or close family bereavements.
5. In the event of a student deliberately copying/plagiarising work either from another student, or an external source, the student may be withdrawn from the specific unit(s), course and other qualifications being sat at the school. External examination boards will also be notified of any malpractice.
6. In the event of aggressive, rude behaviour, or persistent failure to comply, the use of internal exclusion, fixed term exclusion and, in some cases, permanent exclusion will be considered.
7. In the event of a student bringing any of the following ... offensive weapons, drugs or drugs paraphernalia onto the school site, the Headteacher will automatically consider a permanent exclusion and, if appropriate, follow the guidance set out in the *Substance Abuse Policy*.
8. In the event that a student enters the school site and is not fit to attend due to any form of substance abuse, including drugs and alcohol, the Headteacher will consider appropriate sanctions, including fixed term exclusion and permanent exclusion and, if appropriate, follow the guidance set out in the *Substance Abuse Policy*.
9. In the event of students who are persistently failing to comply with appropriate requests from staff, the Headteacher will consider whether permanent exclusion is appropriate.

The list is not exhaustive and the Governing Body and Headteacher reserve the right to implement sanctions they deem suitable for any behaviour or action considered to be inappropriate.