



Oakgrove School

Behaviour Management Policy

ADOPTION AND AMENDMENTS TO BEHAVIOUR MANAGEMENT POLICY

Written June 2005

Section	Governors' Meeting or Committee	Page and Year of Minute
Whole Document	ADW 2 July 2009	ADW, no page number available – July 09
Whole Document	FGB 1 October 2009	FGB, page 5 – Oct 09
Whole Document	ADW 4 March 2010	ADW, no page number available – March 10
Whole Document	FGB 25 March 2010	FGB, page 18 – March 10
Whole Document	ADW 13 May 2010	ADW, no page number available – May 10
Whole Document	FGB 24 June 2010	FGB, page 25 – June 10
Whole Document	ADW 10 June 2011	ADW page 4 - June 11
Whole Document	FGB 16 June 2011	FGB page 10 – June 11
Whole Document	FGB 28 June 2012	FGB page 32 – June 12
Whole Document	FGB 20Jun2013	FGB, page 57 – June '13
Whole Document	FGB 3 July 2014	FGB, page 78 – July '14
Part Review	FGB 16 Dec 2014	FGB, page 91 – Dec 2014
Whole Document	FGB June 2015	FGB, page 101 – June 2015
Whole Document	FGB June 2016	FGB, page 124 – June 2016
Interim Review	LGB October 2016	LGB, page 6 – October 2016
Interim Review	LGB December 2016	LGB page 7 of 7 – December 2016
Whole Document	LGB June 2017	LGB – page 6 of 7 June 2017
Whole Document	LGB 14 th June 2018	LGB – page 7/7 – June 2018
Whole Document	LGB 30 th April 2019	LGB – page 4/5 – April 2019
	Next Review 2019/20	

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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 in a manner appropriate to age related expectations.

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;
- being calm and attentive.

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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, will award achievements where appropriate 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 accepting a place at Oakgrove School 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.

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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.

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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 and House. House Merits are awarded for good contributions in class and outstanding pieces of homework. These attract 1 stamp for the student's tutor group and House.

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 received the highest number of each type of stamp and demonstrated excellent progress/attainment. 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 pastoral team and functions such as the school prom at the end of Yr.11 require students to have shown a positive AfL.

Consequences: The Stamp System

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

Students receive codes in their planners instead of stamps if the required AfL is not demonstrated. 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 homework by the next due date
- 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 Room
- P - the student has been using their mobile phone, is seen with their mobile phone out or the phone disturbs the learning environment

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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.

Sanctions - Fixed Term Exclusions and Permanent Exclusions for all Key Stages

Fixed term exclusions and permanent exclusions are amongst the range of sanctions the school will consider in the event of a breach of the Behaviour policy.

A fixed term exclusion is where a student is instructed not to be on site for a fixed period of time, usually between 1 and 5 days, but can be longer. A further fixed term exclusion can follow the initial fixed term, at the Headteacher's discretion, usually to consider other evidence or to seek further advice before making a decision. An exclusion is imposed as a result of a significant breach of the Schools Behaviour Policy. It is the decision of the Headteacher, using their professional judgement, on whether and on what basis an exclusion – fixed term or permanent – should be imposed. All fixed term and/or permanent exclusions will follow the statutory DFE guidance 'Exclusion for maintained schools, academies and pupil referral units in England' (September 2017).

Permanent exclusion will normally 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.

A Permanent Exclusion can occur as a result of:

- A serious breach or persistent breaches of the Schools Behaviour Policy; and
- Where allowing the student to remain in school would seriously harm the education and/or welfare of the students in the school.

Some of the misbehaviours that could lead to a fixed term or permanent exclusion include, **but are not limited to:**

- Possession of banned items - such as knives
- Possession, use, or selling of drug and/or illegal substances
- Sexual misconduct
- Verbal abuse or threatening behaviour to staff and/or students
- Persistently failing to comply with the expectations of the school

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- Damage to school or property.
- Choosing to use physical violence against another student or a member of staff;
- Theft;
- Incidents of bullying/racial/homophobic comments.
- Malicious accusations made by students against school staff.
- Serious misuse of technology, such as accessing pornography.

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.

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April 2019

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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).

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. All stamps are also counted in the student's tutor group total as part of the Tutor Group of the Year Competition. Extra Curricular stamps, House Commendations and House Merits for each student will also be totalled for the House system. Additional awards are provided at the Annual Achievement Assembly as well as in Year group assemblies at the end of term/year.

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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 will be treated equally, in accordance with the Equality Act 2010 and this policy applies to all students. Most consequences are classroom based and result from students not demonstrating 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 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.

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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).
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 Standards 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 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). We will take into account the circumstances of who have had serious medical issues, as certified by a doctor, or suffered close family bereavements.
5. Any breaches of the school exam policy will be dealt with accordingly and in line with exam board regulation. External examination boards will also be notified of any malpractice.
6. In the event of aggressive, rude behaviour, or persistent failure to comply, the school will consider the full range of sanctions at its disposal.
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.