

# Oaks Park High School

<b>Title of Policy:</b>	<b>Student Behaviour &amp; Discipline</b>
<b>Person responsible:</b>	<b>K Wyre</b>
<b>Date for review:</b>	<b>2017</b>

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## **Policy Principles**

Oaks Park High School aims to provide a disciplined and ordered community in which all students, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe; where every member of the school feels valued and respected and all students are fairly and consistently treated. In particular this policy aims to outline the measures to be taken to encourage good behaviour and prevent all forms of bullying among students.

The Student Behaviour & Discipline Policy takes account of the DfE Guidance 'Behaviour and Discipline in Schools' (April 2012). It acknowledges the school's legal duties under the Equality Act 2010 and in respect of students with SEND. The policy should be read in conjunction with the Anti-Bullying Policy, Equalities Policy and the SEND policy.

## **Aims and Objectives**

The objectives of this policy are to promote good behaviour, self-discipline and respect and to highlight our rewards and sanctions by:

- ensuring that all members of the Oaks Park community - students, staff, parents/carers and governors - understand their role in making exceptional contributions to the creation of a stimulating, caring and secure environment where students are encouraged to realise their potential in all areas of school activity;
- making clear the standards of behaviour and commitment that we expect from students;
- encouraging students to adopt positive attitudes and values such as consideration, honesty, dignity and respect for others;
- setting out the means by which we will acknowledge, praise and reward students when they reach these standards; thereby helping them to grow into responsible and independent members of the school community;
- providing a clear, easily understood framework in which students who fail to meet these standards will be informed that this is the case; given clear guidelines and expectations for improvement and issued with a proportionate school sanction, as appropriate.

## **Strategies to meet these objectives:**

- Regular and systematic provision of positive and negative behaviour data to enable appropriate action to be taken.
- Positive approach to discipline and de-escalation techniques.
- Regular reinforcement in assemblies, tutor periods and subject lessons.
- Consistent use of agreed and published expectations.
- A clear rewards, sanctions and referral protocol system with clear lines of responsibility.
- Regular provision for staff, students, parents/carers and governors in the professional development of Behaviour for Learning.

### **Policy impact indicators:**

- Members of the school community make an exceptional contribution to a safe, positive learning environment, further evidenced by an atmosphere of respect and dignity.
- All lessons are orderly and students are seen to be enthusiastically enjoying their learning.
- Students display a mature attitude and behave responsibly in lessons, before and after school, break times, lunchtimes and on their journey to and from school.
- The school environment is calm, orderly and considerate.
- Over time, there are improvements in behaviour for any individuals or groups with particular behavioural difficulties.
- Referrals, internal and fixed term exclusions show a decreasing trend.
- Incidents of bullying are rare and acute awareness of its different forms within the community actively prevents bullying from taking place.
- Student achievement and rewards increase.

### **Policy monitoring and evaluation methods:**

- Invite staff feedback through surveys.
- Invite student feedback through the Student Council, tutor period discussions and in PSHE lessons.
- Analyse data to highlight trends and patterns.
- Analyse lesson observation feedback.
- Invite feedback from parents/carers on their perception of behaviour via surveys and questionnaires.

### **Implementation:**

It is the duty of all members of staff to implement the systems within this policy to ensure consistency. Such an approach will provide all students with a fair opportunity to be successful within a positive environment, with no misunderstanding of what is expected of them in their behaviour for learning. This applies both inside and outside of the classroom. Thus, staff are expected to:

- model exemplary behaviour;
- treat all children and adults with respect;
- speak politely to one another;
- build student confidence and self-esteem through positive reinforcement;
- avoid using critical or sarcastic language;
- recognise student effort and achievement on a regular basis and celebrate success;
- keep parents/carers updated on success, efforts and achievements;
- challenge unacceptable behaviour;
- through regular contact, work in partnership with parents/carers to help improve behaviour.

### **Expectations of students**

**The school will not accept any type of inappropriate behaviour.** This includes the following:

- Disrupting the learning of others.
- Rude or inappropriate language.
- Acts of aggression or any kind of physical violence.
- Bullying or harassment (see below).
- Racist, sexist or homophobic behaviour or comments.
- Vandalism.
- Theft.
- Involvement in drug incidents (see below).
- Possession of clearly inappropriate items. This includes tobacco, matches, lighters, e-cigarettes, knives, weapons, alcohol, illegal drugs, stolen items or any item which common sense deems to be inappropriate.

## **Expectations of students (cont.)**

### **If unacceptable behaviour occurs, members of staff will:**

- challenge the behaviour and sanction as appropriate;
- tell the student what we find unacceptable and why;
- explain how the student could have behaved differently, modelling what they could have done or said;
- try to find out why the student behaved this way.

### **Behaviour outside of school:**

Students may be disciplined for any misbehaviour when they are:

- taking part in any school-organised or school-related activity;
- travelling to or from the school;
- wearing school uniform;
- in some other way identifiable as a student at the school.

Whether or not the conditions above apply, students may also be disciplined for any misbehaviour which:

- could have repercussions on the orderly running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

## **Smoking, Drugs, Alcohol and Substance Abuse**

The definition of a drug incident is 'the suspicion or evidence of any situation or specific event involving a drug' either within the school or when under the direction of school staff. This could relate to a student, parent/carer or staff member. 'Drugs' refers to all drugs, including medicines, volatile substances, alcohol, tobacco, illegal drugs and e-cigarettes.

Drug-related incidents may fit into the following categories:

- A student is found in possession of unauthorised drugs or associated equipment.
- A student is found to be supplying an unauthorised drug on school premises. Within the context of our policy, the term 'supply' may be used to describe:
  - ◆ students sharing drugs;
  - ◆ students being coerced to supply drugs;
  - ◆ a group of friends taking it in turn to bring drugs in for their own use;
  - ◆ students selling drugs to others.
- A student is thought to be under the influence of drugs.
- Drugs or associated equipment is found in the school grounds.
- A staff member has information that the illegitimate sale/supply of drugs is taking place in the school grounds.
- A student discloses that they or a family member/friend are using drugs.

Incidents will always include the involvement of the police, designated school safeguarding staff and local drug support agencies. **Supplying drugs within the school or when under the care of school staff will not be tolerated and is likely to lead to permanent exclusion.**

All students will receive education about drugs in their PSHE/Citizenship lessons, with possible input from local drug support agencies. All confiscated 'drug' items will be held securely in the school until collected by the police or dealt with through their instructions.

## **Smoking, Drugs, Alcohol and Substance Abuse (cont.)**

### **Screening, Searching and Confiscation:**

Students can be searched, with the student's consent, for any item banned under school rules (DFE 2012 - 'Screening, Searching and Confiscation'). These items may include tobacco, matches and lighters.

The Headteacher and staff authorised by the Headteacher have a statutory power to search students, or their possessions, without consent where they suspect the student has certain prohibited items. This includes knives, weapons, alcohol, illegal drugs and stolen items. Parents/carers will be informed if such items are found on their child. Any searches undertaken will take place with the minimum of two staff present; one of whom will be the gender of the student (DFE 2012 - 'Screening, Searching and Confiscation'). **Possession of any bladed item on school premises will not be tolerated and is likely to lead to permanent exclusion.**

### **The Use of Reasonable Force**

On rare occasions when it becomes necessary, all school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and maintain good order and discipline in the classroom (DFE – Education and Inspections Act 2006, Section 93). Arrangements will be made to ensure that all staff are aware of how to use reasonable force and what 'reasonable' means in practice. The use of force is very much a last resort for staff, who will use their skills and expertise to avoid such situations occurring. Staff at Oaks Park will act in a professional way and seek to maintain the dignity and integrity of students in their care.

### **Malicious Allegations**

Complaints against staff are always investigated thoroughly. If, after a full and thorough investigation it is the considered view that the allegation against the member of staff was unfounded and malicious, any record of that allegation will be removed from that staff member's file. The student or students involved in making the allegations will then be disciplined according to the severity of the case, up to and including exclusion.

### **Bullying and Harassment**

Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups - for example on grounds of race, religion, gender, sexual orientation, sexual adjustment, because a child is adopted or has caring responsibilities. It may be motivated by actual or perceived differences between children.

Harassment is any unwanted physical, verbal or non-verbal conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading humiliating or offensive environment for them. A single incident can amount to harassment. Bullying and harassment of any type will not be tolerated and will be dealt with using the sanctions system for incidents occurring in lessons or at break and lunchtimes. Incidents that occur outside of the school, such as bullying via social networking sites, will also be investigated by the Head of Year and designated safeguarding staff; parents/carers immediately contacted and the police informed, where relevant. Subsequent action will be determined by the circumstances of the incident and will follow school procedures. If required, support for victims will be put in place within the school. This may include a personalised timetable, break & lunchtime support or the support of a designated student mentor or member of staff.

## **Sanctions in School**

Students have the right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements of our code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few, or impose a sanction which is designed to humiliate a student or students.

Sanctions should result in a positive impact upon student behaviour. The sanctions available to teaching staff are part of a framework of support for students and should be regarded as one aspect of the disciplinary procedures available. Repeated use of these sanctions towards individual students will be counter-productive, since much of their value lies in their rarity. When students begin to collect frequent detentions, other strategies will be considered to help the student recognise the problem and overcome it. In all cases, the tutor will be informed of sanctions and consulted regarding repeated difficulties. This will enable them to respond if, for instance, there are difficulties in several departments or there is a pattern of misbehaviour.

- Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break school rules or fail to follow reasonable instruction. This power also applies to all paid staff with responsibility for students.
- Teachers can discipline students whose conduct falls below the standard reasonably expected of them, for example if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment.
- Students can be disciplined at any time in school or elsewhere under the charge of the school, eg. on school visits.
- Students can be disciplined for misbehaviour outside of school.
- All punishments must be fair, reasonable, proportionate and not in breach of any legislation such as disability, SEND and race.
- Teachers have the legal power to impose detention during and outside of school hours. This is defined as after any school day when the student is present, weekends and Inset days. Parent/carer consent is not required for detention.
- Students will be detained for no more than 20 minutes at the end of the school day without prior notice to parents/carers.
- Parents/carers will be given 24 hours' notice if the student is to be detained after school for up to one hour, or at any other time outside of school hours.
- Teachers may confiscate student property.
- Poor behaviour must be addressed and all staff have a professional obligation to highlight and help students improve their behaviour.

# SANCTION MATRIX

Level	Examples of behaviour warranting a sanction
1	Failure to complete homework; failure to bring equipment to lessons; friendship issues; disruption to class; infringing school rules; lack of cooperation; minor insolence.
2	Ongoing failure to complete homework; ongoing failure to bring equipment to lesson; ongoing friendship issues; minor bullying; more persistent disruption; misuse of school property and services; failure to attend a lesson.
3	One off rudeness/poor behaviour; not responding to previous sanctions – behaviour worsening; multiple individual subject interventions in one term; failure to attend detentions; repeated failure to attend a lesson or several lessons in one day.
4	Blatant rudeness and persistent defiance towards staff (swearing); bullying; wilful vandalism; violence; theft; serious misuse of services (i.e. internet).
5	Possession of illegal substances/offensive weapons; repeated act of Stage 4 after sanctions have been applied; severe violence; ie. SERIOUS BREACH OR PERSISTENT DISRUPTIVE BEHAVIOUR.

Level	Who deals with it?
1	Subject Teacher (if subject based); Form Tutor (if school based); Pastoral Assistant; anyone who encounters the above behaviour.
2	Subject Teacher (if subject based); Form Tutor (if school based); Pastoral Assistant; anyone who encounters the above behaviour.
3	Pastoral Assistant; Team Leader, informing HOY.
4	Head of Year and Team Leader informing SMT Key Stage link.
5	SMT Key Stage link and Head of Year.

Level	Examples of sanctions
1	Informal - verbal or written warning; Time-out (see below); break /lunchtime detentions set by individual teachers.
2	Detention after school with Subject Teacher; temporary change of class within subject; subject isolation; Pastoral Assistant report; subject report.
3	After school detention; report to Team Leader or Head of Year for 1 week minimum; isolation within subject.
4	Internal exclusion – A1 - A3; Head of Year report.
5	Internal exclusion; fixed-term exclusion – B1–C5 + reintegration targets; possible PSP; eventual engagement of permanent exclusion process.

Level	Recording
1	Student Planner (at staff discretion), SIMS.
2	Student Planner; SIMS; phone call/letter home; staff personal record.
3	Written statement taken; Student Planner; SIMS, phone call/letter home; staff to record
4	Written statement taken; Student Planner; SIMS, phone call/letter home; staff to record.
5	Written statement taken; reintegration meeting; PSP referred to and updated if necessary.

Level	Informing parents/carers or others
1	At staff discretion.
2	Parent/carer to sign Student Planner (discretionary); discussion of incident with parent/other staff/ Pastoral Assistant/Team Leader.
3	Parent/carer receives letter and attends meeting; report signed daily; consider SEND.
4	Parent/carer receives letter and attends meeting; may need to involve outside agencies; refer to SEND.
5	Right of appeal; involvement of outside agencies if necessary; PSP reviewed; refer to SEND.

## Time Out

Any classroom situation where the behaviour of a student negatively impacts on the learning of the rest of the class should result in the implementation of our three stage behaviour protocol:

1. Verbal warning.
2. Temporary relocation, eg. in the corridor for 5-10 minutes and a second warning.
3. Relocation for the rest of the lesson within the subject area, by arrangement with a colleague or to the Time Out room, following completion of the red card. This is then followed by a resolution meeting with the member of staff concerned in order that an appropriate sanction can be issued.

Although listed in the Sanction Matrix, Time Out is used to enable a teacher to teach without interruption and deal with misbehaviour, including the setting of appropriate sanctions at a more suitable time, eg. break, after school, etc. **Time Out itself should not be the sanction.**

## Internal Exclusion

The school may choose to place a student in academic isolation for between 1 and 3 days, (A1-A3). Students may have a later start and finish to their day and will be supported to work independently on tasks set by their usual class teacher. This will ensure that their learning is kept up to date. Students will be supervised by a member of staff in order to:

- isolate disruptive behaviour, thereby minimising the impact on the learning of others;
- ensure a calm and secure environment for students who are behaving inappropriately, to enable them to reflect upon the choices they have made.

## Exclusion

Exclusion from school follows serious or persistent misbehaviour. In line with statutory guidance, only the Headteacher may exclude a student. Where necessary, witness accounts will be gathered along with a version of events from the student himself/herself. The decision to exclude will be made on balance of probabilities in light of the evidence; the seriousness of the breach and the effect upon the values of the school.

There are two forms of exclusion from school:

1. **Fixed Term Exclusion** - for a notified period of between 1 and 5 days (B1-C5). It is the parent/carer's legal duty to supervise the child for the first five days of an exclusion.
2. **Permanent Exclusion** - which is rightly rare, but can be implemented in response to persistent disruptive behaviour or a serious breach of the Behaviour Policy.

The school seeks to identify students at risk of permanent exclusion and it is likely that a package of support will have been offered to these students. The aim is to make students aware of their behaviour and, with support, helped to change it. A number of strategies are adopted and closely monitored by the relevant Head of Year and senior staff. Whilst this supports the principles of 'inclusion', persistent disruptive behaviour or a serious breach needs to be considered against the wider interests of the school community. The decision to exclude a student permanently will be taken:

- in response to a serious breach, or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Permanent exclusions will be confirmed by governors and their decision may be scrutinised by an Independent Review Panel. If at all possible, parents/carers will be informed of the fixed term exclusion by phone, before receipt of a formal exclusion letter. A brief and balanced account of the incidents leading up to the fixed term exclusion will be provided to the Headteacher, Deputy Headteacher (K Wyre) and Assistant Headteacher (R Manning).

## **Special Educational Needs and Disability (SEND)**

We aim to include students with a variety of needs in all areas of school activity and maximise their achievements. Students with learning and behaviour difficulties will receive support that can take several forms; either within normal lessons, individual tuition or withdrawal into small groups. Progress, including behaviour, is regularly assessed and monitored and reported to parents/carers through Individual Education Plans (IEPs); whilst outlining strategies for students and staff to enable progress in learning and behaviour. For parents/carers who are challenged by educational needs or for whom English is an additional language (EAL), issues linked to learning and behaviour may need to be passed on verbally through meetings arranged by the Inclusion Coordinator, EAL Coordinator or Head of Year. Where EAL is an issue, the school will aim to arrange for the translation of conversations or documentation.

## **Uniform**

Students are expected to take pride in their appearance and should wear full uniform throughout the school day, including their journey to and from school. Students are expected to wear their blazers in the corridors at all times, unless instructed otherwise. Any student out of uniform is expected to produce a note from home or in the school planner, detailing the reasons and requesting permission to attend lessons. This note must be countersigned by the Head of Year, Pastoral Assistant or Form Tutor prior to the start of school day, as agreed permission to attend lessons for that day.

Teachers can discipline students for breaching the school rules on appearance or uniform. This will be carried out in accordance with the sanctions identified within the Behaviour Policy. The Headteacher, or a person authorised by the Headteacher, may instruct a student to briefly return home to remedy a breach of the school's rules on appearance or uniform. When making this decision, consideration of the student's age will be taken into account. Students who are sent home to change will be considered an authorised absence rather than an exclusion; however if the student continues to breach uniform rules in order to be sent home and avoid school or takes longer that is strictly necessary to effect the change, their absence may be counted as unauthorised. In either case the student's parent/carer must be notified and the absence recorded.

Best value for students and their families has been achieved by identifying two local school uniform suppliers, who work in competition. This helps to keep uniform affordable and does not act as a barrier to parents when choosing a school. The school uniform policy is fair and reasonable and fulfils the school's obligations under the Human Rights Act 1998 and Equality Act 2010.

## **Mobile Phones & Music Playing Devices**

Students are allowed to bring mobile phones and music playing devices onto the school premises; however these must only be used in designated areas – ie. Dining Hall and outdoors. Mobile phones or music playing devices are not allowed to interfere with learning and teaching. If seen in lessons, such devices will be confiscated immediately by the class teacher and taken to the school office, where they can be collected at the end of the day. The only exception to this rule applies when the class teacher might direct students to use their phone for learning purposes. If a student refuses to hand over their phone, procedures for serious incidents will then be implemented.

## **Rewards in School**

We believe that a school ethos of encouragement, celebration and praise is central to the promotion of desirable behaviour. Rewards and recognition play a motivational role in helping students realise that desirable behaviour, self-awareness and responsibility to self and others is valued and clearly defined in procedures.

- Praise, both formal and informal, has a key part to play in our reward system. Students are routinely praised in class and in more formal occasions such as weekly and end of term assemblies.
- Parents/carers are routinely informed of student successes via letters home; Oaks Park newsletters and the use of our website.



## **Rewards in School (cont.)**

- Termly year group assemblies are used to formally recognise the achievement and effort of students, with all departments contributing to awards ceremonies.
- Termly rewards are issued on the basis of attendance and punctuality.
- Oaks Park has a positive relationship with the local press and routinely seeks to celebrate student successes through positive press coverage.

## **Behaviour in Lessons - A Positive Approach**

It is important that student achievement in lessons, with homework and when representing the school in sports, music & drama and community events is recognised through fair and consistent implementation of the rewards system. We must all strive to look for the positive; encourage students to recognise and embrace their individual strengths and value their own successes. Placing an emphasis on the use of rewards as a means of raising levels of attainment and achievement will also act to encourage appropriate behaviour; thereby increasing students' self-esteem and creating a positive classroom environment.

## **Multi-Agency Support**

Students who display continuous disruptive behaviour will receive internal support through intervention strategies, which may include a reduced timetable or 1:1 support within the SEND programme. Depending upon the age of the student, a period of work experience may be incorporated into their timetable. The student may also receive mentoring with a designated member of staff or members of staff from agencies. The school may also work closely with the student and their parent/carer by implementing a Common Assessment Framework (CAF), which is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

## **Police Liaison**

We are fortunate in having a school-based police officer who is able to support our aim of providing a disciplined and ordered community within Oaks Park. In addition to delivering lessons and assemblies which promote individual safety and sensible decision-making, the police officer can advise school staff and parents/carers on aspects of the law which may relate to them.

## **Managed Moves**

Oaks Park High School operates a managed move protocol, lasting between 8-12 weeks, which is initiated and organised by the Redbridge Inclusion Panel (RIP), of which the school is a member. Schools will accept a student for a trial period which, dependent upon behaviour, may result in a permanent placement. We will endeavour to work collaboratively, wherever possible, with other schools to support students rendered vulnerable through their persistent negative behaviour or poor attendance.

## **Positive Referrals**

Prior to permanent exclusion it may be possible for the school to work in partnership with an outside source, such as the BEP group, to provide a student with a place in an alternative educational establishment for a period of time, to encourage significant improvement in behaviour. This form of support is highly bespoke and is set up through extensive information sharing and negotiation. The student's behaviour will be monitored throughout the time away from school and reintegration will only be considered when significant improvement has been demonstrated. If a student fails to show the required improvement within two school terms, permanent exclusion may take place.