BEHAVIOUR POLICY 25-26

Person responsible for overseeing the implementation: Mrs C Shirley

Chair of Governors signature:

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Stowe Valley
MULTI ACADEMY TRUST
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1. Overview

1.1 Aims

We aim for all actions and interactions at Oakley School to be shaped by our core values of kindness, confidence, and resilience. We believe that acting with kindness and with the interests of others in mind, is the foundation for a thriving and close-knit school community which fosters strong and caring relationships at all levels. These relationships form the foundation for building resilience in our learners, who are safe in the knowledge that their peers and staff will always be supportive of both their personal and academic efforts and achievements. As a result, learners will be able to develop, discover and shape their identity with confidence, learn to operate in a range of social settings and take more and more responsibility for their own life choices.

It is this daily interaction of kindness, confidence and resilience which empowers and motivates all of us to be the best we can be.

We are therefore committed to:

- Teaching, reinforcing and praising behaviour that displays our core values.
- Challenge and discipline behaviour that undermines our core values.
- Ensuring equality and fair treatment for all
- Providing a calm and safe school environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers and our local community.
- Developing relationships with our pupils and their families to enable early intervention.
- A shared approach which involves pupils in the implementation of policy and associated procedures
- Promoting a culture of praise and encouragement in which all pupils can achieve.

These aims apply to all stages of Oakley School from Early Years to Key Stage 4. As an all-through school we believe that our culture of positive behaviour is strongest when fostered by our whole school community of staff, pupils, and their families.

1.2 Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

1.3 Definitions

Positive Behaviour is defined as: comments or actions which exemplify and promote

- our core values of kindness, confidence, and resilience
- our expectations of respect, responsibility, and readiness to learn
- our school routines

Misbehaviour is defined as:

- Comments or actions which deliberately:
- undermine our core values of kindness, confidence and resilience
- undermine our expectations of respect, responsibility and readiness to learn
- undermine or obstruct our classroom routines
- cause emotional and/or physical harm to others (including pupils and staff)
- cause disruption on arrival to school or during dismissal at the end of the school day, during
- lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of class learning or home learning
- Non-compliance with the school dress code
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical 'hands on' behaviour like playfighting, pulling off ties, or jostling
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / vaping / being under the influence of alcohol or drugs
- Prejudiced or discriminatory behaviour towards groups with protected characteristics
- Possession of any prohibited items including but not limited to:
- Knives or weapons (bladed or other including pepper spray)
- Ammunition
- Alcohol
- Illegal drugs
- Stolen or missing items
- Tobacco, cigarette papers, cigarettes, e-cigarettes, vapes and any smoking paraphernalia
- Fireworks and fire lighting equipment
- Pornographic images
- Caffeinated energy drinks
- Internet enabled devices (e.g. smartphones) for pupils in Primary and Year 7
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety.

This is not an exhaustive list of misbehaviour. The Headteacher may choose to sanction for misbehaviour and/or bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

1.4 Bullying

Definition of Bullying - this school has chosen to adopt Warwickshire Anti-bullying Partnership's definition:

- "When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:
- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future."
- Bullying can take many different forms:
- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Racial e.g. using race or religious differences
- Disability-based
- Faith-based
- LGBQT+-phobic e.g. making fun of someone's sexuality or gender identification
- Aimed at any group/individual with a protected characteristic
- Online/Virtual: e.g. texts, e-mails, picture/video clip bullying, online gaming and social networking sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

1.5 Roles and responsibilities

All adults who work at and for Oakley School are responsible for managing behaviour and model our high expectations at all times.

1.5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

1.5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

1.5.3 The Pastoral Team

The pastoral team will:

- deal with serious and persistent incidents of misbehaviour and liaise with staff, teachers, Heads of Departments, parents/carers and SLT where necessary
- support form tutors and primary class teachers to perform their role in promoting a positive behaviour culture and addressing any behavioural concerns of pupils within their tutor group
- support staff to promote a positive behaviour culture and address incidents of misbehaviour
- analyse and monitor incidents recorded on the school's behaviour management system and will act/ report to SLT/ other stakeholders as appropriate. Heads of Year and Pastoral Leaders will also analyse the distribution of HAPs and reward pupils in their year groups
- support families where needed, through a range of strategies such as Early Support, counselling services and communicating with external agencies.

1.5.4 Heads of Department

Heads of Departments will:

- promote a school culture of positive behaviour and reinforce behavioural expectations
- analyse and monitor incidents that occur in lessons in their department and act / liaise with pastoral team and other stakeholders as appropriate
- support colleagues in their department to promote a culture of positive behaviour and address incidents of misbehaviour
- contact parents/carers where appropriate and work with them to ensure pupils display positive behaviour in lessons within their department
- facilitate department reports where appropriate to monitor and respond to misbehaviour and reward positive behaviour

1.5.5 Class teachers

Class teachers will adhere to Standard 7 of the Teachers' Standards:

- Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

1.5.6 Staff

All staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on the school behaviour management system
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in carrying out their roles and responsibilities outlined above.

1.5.7 Parents/Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy, including complying with sanctions
- Support their child to attend school on time, in correct uniform, with the necessary equipment and ready to learn
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's form tutor, the appropriate teacher or a member of the pastoral team promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Regularly access 'My Child At School', the school's parental communication app, to keep up to date with pupils' behaviour, home learning, rewards (HAPs) and detentions.
- Ensure their child attends detentions

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

1.5.8 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture, at the start of every school year and at key points during each academic year:

- The expected standard of behaviour they should be displaying at school
- How they can demonstrate positive behaviour
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

2. Behaviour Curriculum

2.1 Our behaviour curriculum intent is to promote and develop our core values of kindness, confidence and resilience and expectations of respect, responsibility and readiness to learn. It consists of explicitly taught behaviours and learning routines which pupils regularly practice and develop throughout their time at Oakley School. Some of these routines and behaviours are practiced every lesson.

Secondary Curriculum

Both our Behaviour and our Character & Culture curriculum have been co-designed and strategically aligned with our core values in mind. This incorporates Character & Culture lessons, our registration programme, weekly themes, House activities, assembly programme and our programme of memorable experiences. Our core values are broken down and sequenced across our curriculum into a wide range of behaviours, awareness and attitudes that we expect our pupils to develop and display and pupils are given weekly opportunities in registration to reflect on moral dilemmas and discuss real-life applications of our values.

Primary Curriculum

Behaviour is taught through relationships, regulation, and restorative practice. Our approach is rooted in empathy, neuroscience, and respect for each child's emotional development.

1. Core Principles
   - Behaviour is viewed as a form of communication — children often behave according to their emotions and skills, not through deliberate defiance.
   - Adults respond with curiosity and empathy, focusing on feelings behind behaviour rather than the behaviour itself.
   - Our six Values and Expectations outline what we expect of our staff and pupils to ensure that our school is happy and safe: Kindness, Confidence, Resilience, Respectful, Responsible, Ready to Learn.

2. Teaching Positive Behaviour
   - Positive relationships are the foundation for all behaviour teaching. Staff invest time in knowing every child and modelling calm, respectful interactions.
   - Our Values and Expectations underpin all behaviour conversations and children are awarded stickers and certificates linked to these 6 areas as a way of embedding them even amongst our youngest learners.
   - All assemblies are planned to ensure coverage of teaching children our values and expectations in a meaningful, age-appropriate manner (class assemblies, collective worships, Phase and Whole School assemblies)
   - The Zones of Regulation are explicitly taught to help children recognise, name, and manage their emotions using a shared language.
   - Behaviour lessons are woven throughout the curriculum via PSHE, RSHE, UNCRC (Children's Rights) education, and British Values teaching.
   - Descriptive praise, recognition, and natural rewards (e.g. certificates, house points, "stars in the jar") reinforce positive choices.

3. Adult Modelling and Language
   - Adults model the behaviour they expect, treating children with dignity and respect.
   - Staff use consistent, positive noticing and reinforcement to help children understand the behaviours we expect to see e.g. “Well done, you are being respectful when you turn and listen to me”
   - When behaviour is not as we would expect, staff continue to use consistent positive phrasing, for example, describing behaviour as “unexpected” or “attention-needing” rather than “bad” or “attention-seeking.”
   - All staff maintain consistency through agreed scripts, predictable routines, and calm responses.

4. Restorative and Relational Practice
   - When things go wrong, we use Restorative Conversations to repair relationships and help children understand the impact of their actions.
   - Pupils are guided through reflection questions such as “Who has been affected?” and “What can we do to put things right?”
   - Consequences are natural and educational, helping pupils learn to make amends and take responsibility.

5. Preventing Escalation and Supporting Regulation
   - Staff use strategies like emotion coaching, limited choice, and distraction to de-escalate situations.
   - “30-second scripts” and “2-minute interventions” allow for quick, supportive conversations.
   - For children needing additional help, tailored Support Plans or Regulation Support Plans are co-created with parents and staff.

6. Inclusive and Supportive Environment
   - Behaviour teaching is inclusive for all, with reasonable adjustments made for children with SEND.
   - The environment — calm classrooms, structured routines, communication-friendly resources and clear expectations — supports emotional safety and self-discipline.
   - Every child is given a fresh start each day; forgiveness and emotional recovery are modelled by adults.

7. Monitoring and Review
   - Behaviour incidents and restorative work are logged and monitored on CPOMS in Primary / MCaS school app in Secondary.
   - The policy is reviewed annually to ensure effectiveness in maintaining a positive, respectful school culture.

2.2 Our learning and behaviour routines mirror this approach and are practiced across all subjects and year groups and adapted to be appropriate for age and stage.

They consist of:

- a period of silent study each lesson to ensure pupils have a chance to reflect and apply their learning without distraction
- all-in questioning which allows all pupils to think before they contribute and, at the same time, underline our strongly-held belief that every pupil can and should contribute every lesson as they have something of value to share
- starting every lesson with ‘Revise in 5’, a retrieval task to anchor new learning in prior knowledge
- a shared behaviour framework: Oakley School learners are respectful, responsible and ready to learn
- starting each lesson with meet and greet so pupils are welcomed into the classroom and a positive behaviour culture is fostered

2.3 Pupils are expected to follow the school rules which are as follows:

- At all times, act in accordance with our core values of kindness, confidence and resilience
- At all times, act in accordance with our behaviour expectations of respect, responsibility and readiness to learn
- Attend school regularly, above 96%.
- Follow classroom routines
- Physical contact is not allowed: Oakley School is a 'no hands-on' school.
- Swearing and prejudiced language should never be used and courteous behaviour is expected at all times.
- Pupils must keep to the left in corridors, on stairs and on paths around the school site and move calmly and orderly between lessons and during social times.
- Pupils should always be punctual for lessons, registrations, appointments etc.
- Pupils must wear full uniform and a high standard is expected at all times.
- The school only approves of conventional hairstyles in one natural colour.
- Obvious make-up is not permitted. This includes false eyelashes.
- Pupils are not permitted to wear any colour of nail varnish or false nail and will be asked to remove it before attending lessons. Extremely long or pointed nails are not permitted.
- Only small ear studs may be worn. Entirely clear plastic retainers may be used in established facial piercings. Further advice can be sought from your child's Head of Year prior to carrying out new piercings. No other jewellery is allowed except for a watch.
- Illegal substances, alcohol, tobacco and smoking/vaping paraphernalia are not allowed on the school site and their use is strictly forbidden. The use of such substances, supplying them to others or their repeated possession may lead to permanent exclusion. In addition, offensive weapons are also banned from the school site.
- Smoking and vaping are forbidden on school premises, on the way to and from school, when wearing school uniform and on school transport.
- Pupils should not bring expensive items or large sums of money to school. This includes personal entertainment equipment, in-ear and wired headphones.
- Mobile phones and smartwatches must be kept turned off and in bags or lockers at all times. Mobile phones that are seen on a pupil's person will be confiscated. Smartphones are a prohibited item for Primary pupils and Year 7 pupils and if confiscated will only be returned to parents. Persistent misbehaviour related to mobile phones may result in a pupil not being permitted to having a mobile phone at school in any capacity.
- Pupils must not eat in classrooms during break or at lunchtimes unless the specified eating area is out of use. Eating on the field is only permitted in the designated eating area.
- Chewing gum is banned.
- Litter should always be placed in the bins provided.
- Pupils must behave in a quiet and orderly manner whilst travelling on school transport. Failure to do this is likely to result in travel passes being withdrawn.
- Pupils are responsible for their social and learning environment including school buildings and property and must report all undesirable behaviour such as climbing up onto our internal balconies or more than one pupil using a toilet cubicle at the same time.
- All property should be clearly marked with the owner's name. Pupils are responsible for their own property.
- Pupils must bring all required equipment to lessons and registration including a reading book.
- Home Learning must be completed on time.
- Pupils must refrain from behaviour that brings the school into disrepute, including when they are outside school and they must accept sanctions when given.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

3. Responding to Behaviour

3.1 Our approach

We understand that motivation and engagement come from experiencing success. We aim to provide successful learning experiences in every lesson so that our pupils become intrinsically motivated to try their best at all times and develop a love of learning. Where this approach is not successful, we remind pupils of our high expectations, re-teach expected behaviours where appropriate and sanction misbehaviour accordingly. Sanctions depend on circumstances and are applied accordingly as to which school rules have been broken. They depend on the severity and frequency of the incidents and we understand that it is not always appropriate to use a staged approach.

For example, in cases of serious bullying and social intimidation, violence, assault, drug use, the carrying of an implement which could be used as an offensive weapon or threatening behaviour it may be that the staged approach is not the most appropriate means to create a safe and secure environment for all.

3.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early support intervention or a referral to children's social care is appropriate.

3.3 List of rewards and sanctions

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- House Achievement Points (HAPs) for a wide range of reasons
- Values stickers
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Praise on school website/school newsletter/Social Media
- Termly HAPs Rewards
- Department certificates
- Primary Class rewards
- Post cards home
- Year group assemblies
- House assemblies
- Awards assemblies
- Rewards trips

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand and reminder of our expectations
- Explaining the possible impact of misbehaviour on others
- Movement of pupils in the class to allow for more positive behaviour
- Withdrawal from lessons to work elsewhere including a restorative conversation at the end of the lesson where possible
- Withdrawal from lessons to the on-call room
- Two on-calls in a day will result in a day of internal exclusion.
- Detentions: break, lunchtime, afterschool. These can be with the class teacher, Head of Year, Assistant Head, Deputy Head, Headteacher.
- Failure to attend a Headteacher's detention will result in a 5 day internal exclusion with persistent offences resulting in a suspension or offsite direction
- Parental meetings
- Report card to Tutor, Head of Year, Head of Department, Assistant Head, Deputy Head, Headteacher.
- Internal exclusion
- Planned period(s) of withdrawal from lessons and/or social times
- Suspension
- A period of time at another school (off-site direction)
- A period of time at another school's Refocus centre (off-site direction)
- Permanent Exclusion

Misbehaviour is categorised to provide clarity on which sanctions will be applied. Please refer to appendix 8 for an overview of categories and sanctions.

3.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

3.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

- Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

3.6 Online misbehaviour

Pupils are expected to follow the e-safety rules they have read and agreed to as part of the Responsible Use of the School ICT Network and Access to the Internet Home/School Agreement. Pupils use of the School ICT Network is monitored at all times. The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

3.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the designated safeguarding lead (DSL) or relevant member of the senior leadership team will make the report and involve the school's PCSO.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

3.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

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

- Report to the police
- Please refer to our child protection and safeguarding policy for more information.

3.9 Child on Child abuse

Oakley School recognises that pupils may become victims of abuse from other pupils. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

Appropriate actions or sanctions will be decided on a case by case basis in line with the aims of our Behaviour Policy and our Safeguarding and Child Protection Policy.

4.0 Internal Truancy

Oakley School defines internal truancy as a pupil choosing not to attend a lesson and not registering with a member of staff, either by attending a lesson, or by seeking the support of staff to address an issue that prevents them from attending their lesson.

On the first occasion or period of internal truancy, staff will seek to understand the pupil's reasons for not attending their lesson. This is likely to include a parental meeting with their head of year, pastoral intervention such as completing an EBSA questionnaire or Boxall profile, meeting with our Connections coordinator. We seek to identify and address barriers to lesson attendance through this process. A CPOMs entry will be made to document this.

On the second occasion or period of internal truancy, a review meeting between the parents and head of year will take place to consider the impact of the work that has already happened and identify further strategies, the pupil will be placed on a HoY-led attendance report and sit a Headteacher's detention.

On the third occasion or period of internal truancy, a review meeting between the parents and SLT will take place, the pupil will undertake a period of internal exclusion and the pupil will be placed on a SLT-led attendance report.

On the fourth occasion or period of internal truancy, a further review meeting will be held between the parents and SLT, the pupil will undertake an offsite direction and on their return will be placed on Headteacher's report.

Sanctions will reset each half term.

4. Behaviour Management

Our approach to behaviour management must be seen within the context that we have the highest expectations of all pupils at all times and believe that they are capable of achieving what they want to by being the 'best they can be.' This is continually encouraged through positive rewards such as verbal recognition, behaviour points and post cards home.

4.1 Classroom management

Teaching and non-teaching staff are responsible for setting the tone and context for positive behaviour within the classroom to teach the behaviours we expect to see and prevent misbehaviour. Staff will take a consistent approach to responding to both positive and poor behaviour choices.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

They will:

- Create and maintain a stimulating and predictable environment that encourages pupils to be engaged
- Display the Behaviour Framework poster and re-teach our expected behaviours on a regular basis
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day/lesson afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement, targeted praise, de-escalation and preventative strategies
- (e.g. de-personalised language which addresses the behaviour, not the pupil)
- Remain calm and positive throughout each lesson and interaction
- Model a restorative approach after behaviour incidents
- communicate effectively with parents and carers to work in partnership to support pupils to behaviour positively

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

4.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff may use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents via our 'Positive Handling' system

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Any use of reasonable force must be reported in personal to the DSL, Deputy Headteacher or Headteacher and recorded via the Positive Handling proforma on CPOMS.

4.3 Pupil support following sanctions

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Restorative conversations with relevant staff
- Reintegration meetings
- Educating pupils on the impact of their behaviour on others and themselves
- Daily contact with the primary class teacher, tutor, Head of Year or other pastoral staff
- A report card with personalised behaviour goals
- A positive report card to celebrate success which may include a personalised rewards scheme
- Regular contact home to update parents on behaviour
- Working with members of the pastoral team to devise individual behaviour plans
- Referrals to external agencies

Should a looked after child be at risk of suspension the virtual school will be contacted immediately for advice and any prevention added to their PEP.

4.4 Secondary Behaviour Management locations

On-Call

Pupils can be sent to the On-Call with a member of the pastoral or senior leadership team if their behaviour disrupts the learning of others in the classroom they have removed to, if they refuse to go to the directed classroom or if they display serious misbehaviours. A member of staff will supervise pupils at all times and appropriate learning tasks are expected to be completed. When possible, pupils will also be supported to reflect on what causes their misbehaviour and given strategies to amend it. Being sent to On-Call results in an after school detention.

Teachers who send a pupil to on-call must contact home to provide more detail on the incident and to seek parental support in reinforcing the expectations outlined in our behaviour policy with their child.

Teachers should liaise with their Head of Department or line manager if they require further support to address the misbehaviour of a pupil.

Refocus

Pupils placed in internal exclusion will spend this time in Refocus, supervised by a member of the pastoral or senior leadership team. They will be supported by supervising staff to undertake learning and reflect on the misbehaviour that resulted in this sanction. Pupils in internal exclusion will follow a different timetable including social times at a different time of the school day and away from their peers.

4.5 Communication

Oakley School recognises that effective communication is important to ensure any behaviour management system is robust and impactful. The following expectations of communication related to behaviour management apply to all staff:

- Staff should seek to notice and record positive behaviours via Bromcom or other channels and by making positive communications home to pupils and parents.
- All staff must add a factual comment when recording a negative event on Bromcom. This comment can be read by both pupil and parent.
- Certain events will prompt an automatic notification to the walkabout system to alert walkabout staff to act: on-call, self-removal, refusal to hand in phone

- Staff should use the General Alert function to alert walkabout to any other situation that requires immediate attention. Staff must ensure they select 'Response Required' so walkabout staff can communicate with the reporting member of staff.
- Detention slips for breaktime, lunchtime, and after school detentions are delivered to the class teacher before the detention is due to take place. Staff escort pupils to the relevant location and give the duty member of staff the slips of any pupil who has not attended so that can be escalated.
- Staff are encouraged to use the time a pupil is in a detention as an opportunity for restorative conversations and relationship-building interactions.
- Staff must contact home if they send a pupil to on-call to provide further details about the incident and to prompt a partnership approach to supporting the pupil to display positive behaviour in the future.
- If Staff witness a behaviour that is more serious than a Bromcom event, they must send a witness statement to the relevant Head of Year and DHT pastoral lead at the earliest opportunity (appendix 7: witness statement proforma). If staff feel a behaviour requires an immediate response, they should seek out a member of the pastoral team or SLT and inform them of the incident.
- The pastoral team meet daily after pupils are dismissed and will update the Pastoral Overview with information about detentions and sanctions for the next day.

4.6 Serious sanctions

4.6.1 Detention

Pupils can be issued with detentions during break, lunchtime, after school or on weekends during term time. Parents and carers are informed via 'My Child at School', our parental communication platform.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Interrupt the pupil's caring responsibilities

It is parents' responsibility to arrange transport and 'inconvenience' cannot be used as a reason to ask for a change to the time or date of a detention.

4.6.2 On-call / Internal Exclusion

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

This can include a withdrawal from a lesson to on-call or withdrawal from lessons for a period of internal exclusion in Refocus for more serious or persistent misbehaviour.

Pupils who have been removed to on-call or Refocus will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

On-call and Internal Exclusion are serious sanctions and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted and a clear, verbal warning has been issued, unless the behaviour is so extreme as to warrant immediate removal.

On-call can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the member of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher and for a maximum of 5 days for incidents of misbehaviour.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via 'My Child at School'

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with parents and members of the pastoral team
- SEN exploration and strategies
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment
- Immediate sanction reports

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the pupil on the school behaviour management system.

4.6.3 Suspension and permanent exclusions

The school can use off-site direction (for up to 10 weeks), suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school sanctions and interventions. A reintegration meeting will take place after an off-site direction or suspension has taken place.

The decision to suspend or exclude will be made by the headteacher and only as a last resort after all preventative measures have been exhausted or for a singular incident that has placed members of the school community in critical danger.

The decision to permanently exclude a pupil will only be taken by the Headteacher in the following circumstances:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

4.7 Responding to misbehaviour from pupils with SEND

4.7.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

To anticipate and remove triggers of misbehaviour, we will consider advice from professionals within and outside the school and may consider the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with diagnosed sensory or other medical issues
- Training for staff in understanding conditions such as autism, ADHD, dyslexia, trauma and attachment and any other conditions that may affect learning and behaviour
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

4.7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?

If the answer to either of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

4.7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan, share it with all relevant staff, provide training where necessary and review it on a regular basis.

4.7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

4.8 Search & Confiscation procedures

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

4.8.1 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

4.8.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your coat, blazer, tie and shoes"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction and contact the DSL, a member of the pastoral staff, the headteacher and parents to try and determine why the pupil is refusing to comply.

An authorised member of staff may search a pupil's outer clothing, pockets, or possessions.

Outer clothing includes:

- Any item of clothing that is worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes

4.8.3 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including lockers and bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

4.8.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

4.8.5 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

4.8.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

4.8.7 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for schools DfE July 2022

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

4.9 Dealing with Electronic Devices

Staff at Oakley School may ask a pupil to show them content on their mobile phone or electronic device in order to establish if a breach of the behaviour policy has taken place. This request will

normally be carried out by senior staff or members of the pastoral team. Parents will be informed if there is reason to believe that a pupil's phone contains inappropriate material. If there is reason to believe a phone is being used to commit an offence or cause personal injury the matter will be referred to the police and parents informed.

5.0 Pupil induction

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

5.1 Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development and is calendared throughout the academic year to provide ongoing support for all staff so they can model, teach and promote positive behaviour and deal with unacceptable behaviour in line with their role within the School.

Our Pastoral Team regularly access training by the local authority and other professionals and Educational Psychologists which is cascaded during whole-school training days.

Heads of Department monitor the training needs of teachers in their area and include behaviour training in department meetings alongside the Heads of Year in their tutor meetings.

5. Monitoring Arrangements

5.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance
- permanent exclusion and suspension
- Use of alternative provision, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half-term by the Deputy Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of subjects and individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

5.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 5.1). At each review, the policy will be approved by the Headteacher.

5.3 Links with other policies

This behaviour policy is linked to the following policies:

- Complaints Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- SMSC Policy
- Online Safety Policy
- Expected Behaviour of Parents and Visitors Policy
- Mobile Phone Policy

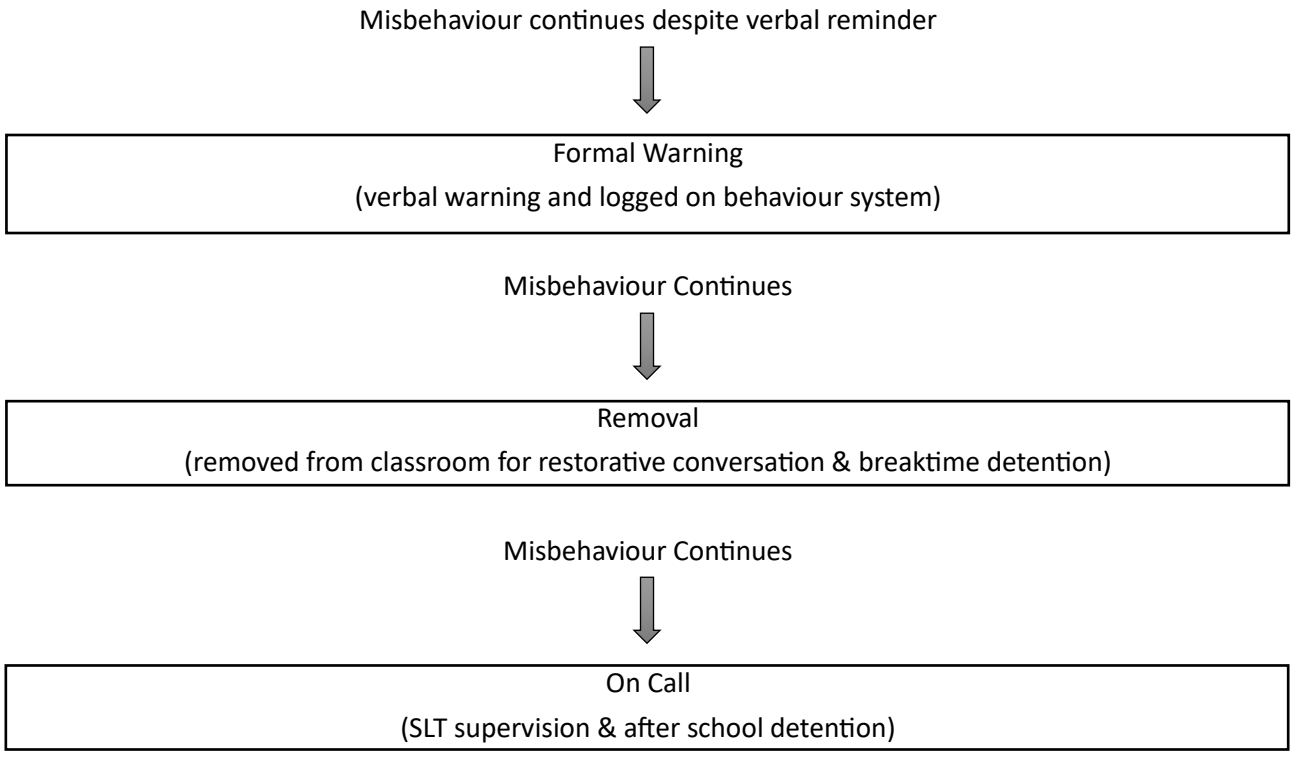
6. Appendices

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Secondary Classroom Behaviour Management



Appendix 3: Primary Classroom Behaviour Management

Misbehaviour continues despite verbal reminder

↓

Formal Warning
(in class restorative conversation with classroom teacher)

Misbehaviour Continues

↓

Removal
(removed from classroom for restorative conversation with classroom teacher or SLT)

Misbehaviour Continues

↓

Reflection
(SLT supervision away from classroom)

Appendix 4: Secondary Behaviour Management at Social Times

Misbehaviour continues despite verbal reminder

↓

Formal Warning
(verbal warning and logged on behaviour system)

Misbehaviour Continues

↓

At Breaktime:
Staff escort the pupil to the Hall for an immediate breaktime detention

↓

At Lunchtime:
Staff escort the pupil to F7 for an immediate lunchtime detention

Appendix 5: Primary Behaviour Management at Social Times

Misbehaviour continues despite verbal reminder

↓

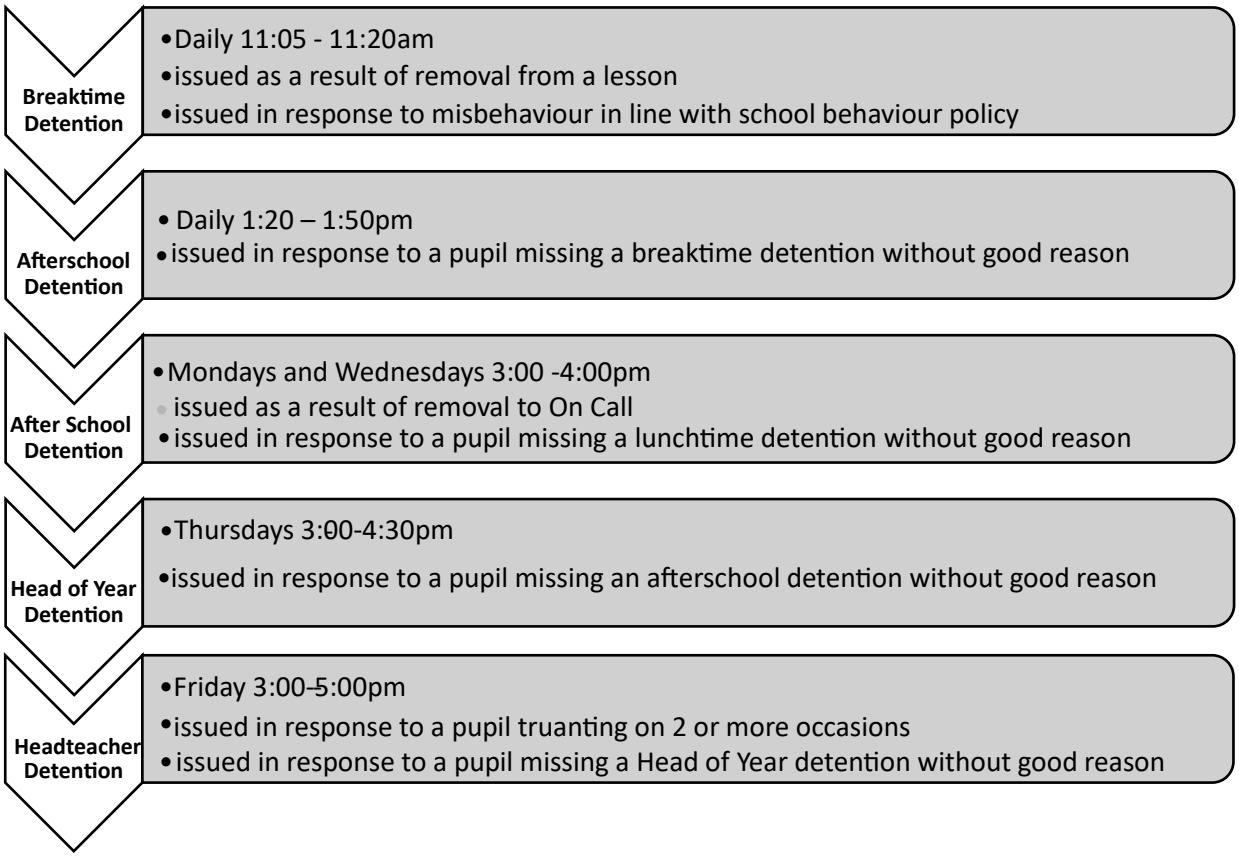
Formal Warning
(verbal warning from member of staff)

Misbehaviour Continues

↓

Staff Supervision:
The pupil will be removed from independent play and remain with a member of staff for the rest of lunchtime.

Appendix 6: Detention flowchart



Appendix 6: Glossary

Term	Explanation
Alternative Provision	Alternative Provision (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after the first day of a permanent exclusion
Permanent Exclusion	Refers to a permanent exclusion which results in a pupil being taken off roll and being placed under the care of the local authority (Warwickshire)
Off-site direction	A school can require a pupil to attend another education setting to improve their behaviour (local guidance for Warwickshire: up to 10 weeks).
Suspension	An exclusion from school for a fixed period of time, usually between 1-5 days depending on the severity or persistence of the behaviour incident(s)
Internal Exclusion	A student can be restricted from attending lessons or participating in social time for a fixed period. They complete their work supervised by a member of staff at all times, including breaks from work.
Restorative Conversation	

Appendix 7: Witness Statement Proforma

Please include the following information when emailing the relevant Head of Year and Deputy Headteacher behaviour lead:

Date/Time of incident:

Location:

Your Name:

Any other witnesses:

Name of pupil(s):

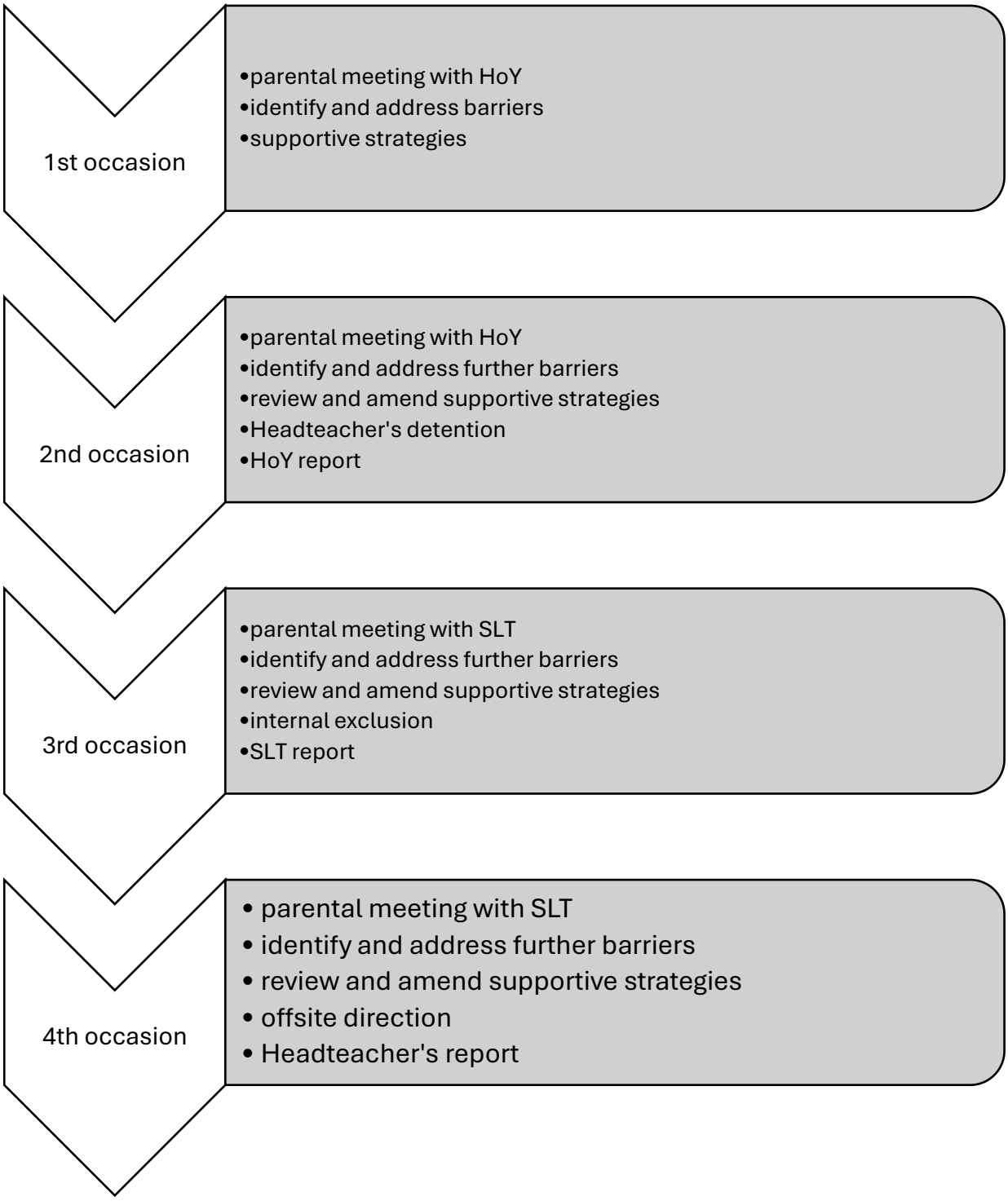
What happened:

How did this make you feel at the time:

Appendix 8: Secondary Behaviour Incidents and Sanctions

	Behaviour	How to Report	Sanction
L0	Reminder – incorrect uniform Reminder – lack of equipment	Log on Bromcom	Monitored by pastoral team. Any patterns identified and responded to accordingly.
L1	Littering Chewing Incorrect Uniform Insufficient Work Completed Lack of Equipment Late to Lesson	Log on Bromcom	More than 2 recorded incidents of these behaviours in one day will result in the automatic issuing of a breaktime detention
	Formal Warning	Log on Bromcom	More than 3 recorded incidents in one day will result in the automatic issuing of a breaktime detention
	Late to School without reason	Duty staff to log on Bromcom	More than 2 recorded incidents in one week will result in the automatic issuing of a breaktime detention
L2	Removal Refusal to follow staff instruction Unkindness Inappropriate Language Lesson time corridor disruption	Log on Bromcom	An automatic breaktime detention is issued for every reported incident
	Missed Home Learning Deadline	Log on Bromcom	An automatic lunchtime detention is issued for every reported missed home learning deadline
	Social time poor conduct	Direct pupil to the main hall at breaktime Direct pupil to F7 at lunchtime	Immediate sanction; monitored by pastoral team. persistent issues may result in a further loss of social time
L3	On-Call	Log on Bromcom	An automatic after school detention is issued
L4	2x On-Call	Identified by Pastoral team	Internal Exclusion
	Refusal to hand in phone	Log on Bromcom and send a general alert	Internal Exclusion
	Fighting Vandalism Unsafe behaviour Swearing at Staff Serious Disruption Serious Breach of the Behaviour Policy	Email a witness statement to HoY and Mrs Shirley	A serious sanction applied by SLT / HT which may include a period of internal exclusion, offsite direction, suspension or permanent exclusion

Appendix 9: Secondary Internal Truancy Response



Sanctions are reset each half term

Appendix 10: Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:

- [Name of pupil] …put the pencil in the pot or on the table
- [Name of pupil] …sit on the chair or on the floor
- [Name of pupil] …work at that table or that table

Disempowering the behaviour:

- You can listen from there
- Come and find me when you return
- Come back into the room when you are ready

Emotion Coaching:

- [Name of pupil] … I can see you might be / are feeling annoyed/angry/upset.
- I am here to help.
- Talk and I will listen.
- Come with me and …

Change of face and distraction:

- Change of face, where one adult replaces another as the person leading de-escalation
- Distracting a pupil to de-escalate behaviours

Emotional Recovery:

A pupil who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place.

- Different children need varying lengths of "cool down" times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need
- This is not being 'sent out' – it is an active strategy to support regulation.

Appendix 11: Structure of Restorative Conversations

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

How were you thinking / feeling and how did it make others think and feel? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Older pupils are encouraged to think about the wider implications of who has been affected e.g., families.

What can we do to put things right? What those affected need to feel better, move on, repair harm and rebuild relationships.

What have we learnt and how can we respond differently next time? How can they meet the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership and they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

<u>Language to use during the Restorative Conversation:</u>

Encouraging: Tell me some more about that?

Clarification: Can you help me understand that more…

Checking: So, did I hear you say…. Am I right in thinking…?

Reflecting: So, you ..... (Repeating back last few words)

Summarising: So there seem to be several things bothering you? And earlier you said….

Empathy: It's understandable that you are worried / upset about this

Affirmation: Thanks for telling me that / I appreciate you talking about this with me

Appendix 12: '30 Second Scripts':

30 second scripts are used by staff to ensure that they can deal with unsocial behaviour calmly and consistently without showing emotion. A 30 second script may start with:

I noticed you are…

It was our respectful rule that you didn't follow when talking while I was…

You could make this right by…

Do you remember last week when you did such a great job at….

That is who I need to see today…

Thank you for listening.

2-minute interventions (Primary phase):

If a pupil continues to display unsociable behaviour, a 2-minute intervention may be used during their play or lunch to explore the issue. The teacher asks the child to 'step out' (not leave the class) and has a supportive conversation about getting back to learning.

I was wondering what was wrong…

I noticed you were struggling to follow our rules

Safe is one of our rules, so you need to….

What do you need right now to help you with your learning?

How can I help now?

Example:

"I'm going to need to see you for two minutes at the end of break today." It's important at this point to remind the child of previous good behaviour that you have noted in a positive note or other previous interaction. "Do you remember last Thursday, I phoned home? You had a brilliant week last week. You were kind and you played football really fairly with others - that was great – that's the behaviour I need to see now, that's the behaviour I want to see from you. Thanks very much for listening." Then you leave the situation.