



# **Oakgrove School**

## **Behaviour Management Policy**

## **ADOPTION AND AMENDMENTS TO BEHAVIOUR MANAGEMENT POLICY**

Written June 2005

| Section                                | Governors' Meeting or Committee | Page and Year of Minute                                                                      |
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## **Oakgrove School Behaviour Management Policy**

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

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

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

### **Objectives**

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

### **Attitudes for Learning (AfL)**

The required Attitudes for Learning (AfL) are simply stated as Being Ready to Learn and require every individual to take personal responsibility for their behaviour in a manner appropriate to age related expectations.

Being Ready to Learn means:

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

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Taking Personal Responsibility for behaviour means:

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

### **Roles and Responsibilities**

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

### **Staff Responsibilities**

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

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

### **Parental/Carer Responsibilities**

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

### **Behaviour to and from school**

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

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## **Behaviour on school trips**

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

## **EYFS, Key Stage 1 and 2**

### **Rewards**

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

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

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

### **Consequences**

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

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

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

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### **Key Stage 3 and 4**

#### **Rewards: The Stamp System**

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

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

Rewards are issued weekly, termly and annually. Students are able to qualify for rewards as individuals who have received the highest number of each type of stamp and demonstrated excellent progress/attainment. Students are also able to qualify for rewards through the combined efforts of their tutor groups to collect the most stamps. Other rewards are at the discretion of the pastoral team and functions such as the school prom at the end of Yr.11 require students to have shown a positive AfL.

#### **Consequences: The Stamp System**

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

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

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

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

### **Key Stage 5**

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

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

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

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

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

In exceptional circumstances, Oakgrove School will automatically consider permanent exclusion for students who commit a first or one-off offence.

A Permanent Exclusion can occur as a result of:

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

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

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

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

### **Training**

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

### **Evaluation and Review**

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

Oakgrove School  
May 2020

## **Oakgrove School Behaviour Management Policy**

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

#### **The Oakgrove Stamp System**

Students receive a stamp in their Oakgrove Planner at the end of each tutor period and lesson for successfully meeting the required AfL. In addition, stamps are awarded for participation in extra curricular clubs and for success in out of school activities (worth 2 stamps).

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

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

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

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### **Appendix 2 – Consequences (Key Stage 3 and 4)**

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

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

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

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

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

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

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

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

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**Appendix 3 – Key Stage 5 - Sanctions**

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

1. Increased use of compulsory 'Supervised Study' to ensure that students complete outstanding work for their subject(s) and teacher(s).
2. The use of the school's BGR for behavioural incidents. This may be for specific lessons or days, depending on the specific behaviour concern. The amount of time spent in the BGR is at the discretion of the Head of Year, Director of Sixth Form Standards and any member of the school's Senior Leadership Team (SLT).
3. For students who are significantly behind with their studies due to a lack of work and commitment, the school will consider withdrawing them from specific subject(s).
4. For students with persistent absence (i.e. under 85% attendance threshold), the school will consider, and if necessary, action the removal of exam entry for specific subject(s). We will take into account the circumstances of who have had serious medical issues, as certified by a doctor, or suffered close family bereavements.
5. Any breaches of the school exam policy will be dealt with accordingly and in line with exam board regulation. External examination boards will also be notified of any malpractice.
6. Students who fail to meet the expectations of the Sixth Form Dress Code may be sent home to change and receive points. Continued non-compliance would result in the school considering the full range of sanctions at its disposal.
7. In the event of aggressive, rude behaviour, or persistent failure to comply, the school will consider the full range of sanctions at its disposal.
8. In the event of a student bringing any of the following: offensive weapons, drugs or drugs paraphernalia onto the school site, the Headteacher will automatically consider a permanent exclusion and, if appropriate, follow the guidance set out in the *Substance Abuse Policy*.
9. In the event that a student enters the school site and is not fit to attend due to any form of substance abuse, including drugs and alcohol, the Headteacher will consider appropriate sanctions, including fixed term exclusion and permanent exclusion and, if appropriate, follow the guidance set out in the *Substance Abuse Policy*.
10. If a student breaches the dress code, as set out in part 3 of the Uniform policy, the school may impose a sanction as a result.
11. In the event of students who are persistently failing to comply with appropriate requests from staff, the Headteacher will consider whether permanent exclusion is appropriate.

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

## **Behaviour Management Policy - Addendum Covid-19**

Context: From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools are now being asked to fully reopen from the start of the Autumn term. This addendum contains details of the additional considerations to the Behaviour Management Policy to take into account the current situation. This addendum will remain in place until 31st December 2020 at which point it will be reviewed in light of the latest guidance.

### **Hygiene**

It is expected that students and staff will take responsibility for their own hygiene in line with the school risk assessment.

This includes all NHS guidance:

- washing hands with soap and water often for at least 20 seconds,
- using hand sanitiser gel if soap is not available,
- cover your mouth and nose with a tissue or your sleeve when you cough or sneeze
- put used tissues in the bin immediately and wash your hands afterwards.

Further guidance around social distancing measures to support stopping the spread of COVID-19 can be found [here](#).

### **Social Distancing**

Students are expected to follow the social distancing measures set out in our risk assessment and explained to them prior to their return to school.

The school has carried out thorough risk assessments around bringing students and staff back to school and using these we have made adjustments to how we operate to allow the school to fully reopen. Everything we have done is to protect the school and local community. We expect students to take responsibility for helping make those adjustments work by adhering to the new procedures in school and following instructions at all times, especially during unstructured time.

Students are responsible for following appropriate guidance on the way to and from school.

### **Face Coverings/Masks**

Students and staff may wear face coverings/masks when travelling around the school in corridors and communal areas. Those wearing a face covering/mask are responsible for ensuring it is worn correctly and removed at appropriate times.

Face coverings/masks are not to be worn in classrooms during lessons and should only be put back on when directed by the teacher/adult in the classroom. Face coverings/masks should not be worn outside for break or lunchtime.

Face coverings/masks should be appropriate for school with no offensive logos/markings or graphics. The school reserves the right to confiscate masks that are deemed inappropriate.

Students who travel on public transport must, in line with government policy, wear a mask whilst on the public transport system.

### **Sanctions**

The failure to comply with social distancing measures, and other practices designed to protect everyone's health and safety, will be considered disciplinary matters and will be dealt with in accordance with the usual behaviour strategies.

Consistent/deliberate acts of not complying with the new practices designed to protect everyone's health and safety may result in fixed term exclusions.

Examples of behaviours likely to result in fixed term exclusion include but are not limited to, spitting or coughing at someone on purpose or with intent to distress and vandalising hygiene equipment.