



# **Oakgrove School**

## **Behaviour Management Policy**

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

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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 any form of 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, following the designated direction of travel;
- 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 pupils in developing their Attitudes for Learning (AfL). Explicitly teaching pupils 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 pupils for exhibiting Attitudes to Learning appropriate for the age and level of development. The pupils 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 pupils 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 pupils. 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 pupil and the seriousness of the negative behaviour. An example of this might be a pupil 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 pupil.

Key Stage 2 adopt a code system in readiness for secondary school, this provides the understanding and progression as part of Oakgrove transition. The codes and their related consequences are applied in line with the all-through expectations of the school, adapted to be age appropriate for Key Stage 2. Pupils receive codes in their planners if the required AfL are not demonstrated.

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The codes are as follows:

- U - incorrect uniform
- H - homework not completed
- E - necessary equipment is not in school
- B1 - the pupil is behaving inappropriately
- B2 - following a further warning, the pupil is still behaving inappropriately. This generates a 10 minute time out in the Reflection Room at break or lunch
- B3 - following a further warning, the pupil is still behaving inappropriately or a serious incident has occurred. This generates a full break or lunch in the Reflection Room
- B4 - following a further warning, the pupil is still behaving inappropriately or a serious incident has occurred. The pupil is removed to a classroom with another member of staff for the remainder of the school day
- B5 - continuous inappropriate behaviour or a serious incident has occurred. The pupil is placed in the Behaviour Guidance Room (secondary site) for a full school day

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

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

Students should expect to receive a stamp at the end of each lesson for successfully satisfying the required AfL. Staff also have the flexibility to issue a range of achievement stamps in addition to the lesson stamp. These are worth varying amounts and can be issued for many different scenarios, ranging from embodying the ethos of Excellence, Innovation and Respect, involvement in extra curricular activities and outstanding pieces of work.

Rewards are issued regularly throughout the year and students are able to qualify for rewards as individuals and through the combined efforts of their tutor groups. The achievement stamps also contribute to the House points totals and help to determine the overall winning House at the end of the year. Other rewards are at the discretion of the pastoral team and events such as non-uniform day or end of year celebrations 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 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

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- B4 - following a further warning, if the student is still behaving inappropriately, to include removal from the class into another room. 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

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 - Suspensions and Permanent Exclusions for all Key Stages**

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

A suspension 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 suspension can follow the initial period, at the Headteacher's discretion, usually to consider other evidence or to seek further advice before making a decision. A suspension is imposed as a result of a significant or persistent breach/es of the school's Behaviour Management Policy. It is the decision of the Headteacher, using their professional judgement, on whether and on what basis, a suspension or permanent exclusion should be imposed. All Suspensions and/or permanent exclusions will follow the statutory DFE guidance 'Exclusion from 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 have 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 school's Behaviour Management Policy; and
- Where allowing the student to remain in school would seriously harm the education and/or welfare of the students in the school.

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

- Possession of banned items, such as;
  - knives or items which could be perceived as a weapon
  - smoking paraphernalia
  - vapes/shisha pens
  - illegal drugs
  - alcoholic substances
  - stolen items
  - fireworks
  - pornographic images
  - any article reasonably suspected to commit an offence
  - any article reasonably suspected to cause personal injury or damage to property
- 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.
- Choosing to use physical violence against another student or a member of staff;
- Theft;
- Incidents of bullying/racial/homophobic comments.
- Malicious accusations made by students against school staff.
- Serious misuse of technology, such as accessing pornography.

### **Training**

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

### **Evaluation and Review**

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

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

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

Students receive a stamp at the end of each tutor period and lesson for successfully meeting the required AfL. In addition, achievement stamps are awarded and contribute varying numbers of points depending on which ones are issued. Staff can issue achievement stamps for a variety of different reasons ranging from embodying the ethos of Excellence, Innovation and Respect, involvement in extra curricular activities and outstanding pieces of work.

The receipt of achievement stamps will qualify students for awards throughout the year, as well as contributing to tutor group rewards. The achievement stamps also contribute to the House points totals and help to determine the overall winning House at the end of the year. Additional awards are provided at the discretion of the individual year teams dependent upon the circumstance and may happen at any time.

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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 in incidents such as 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;
- Chooses to use inappropriate language or gestures;
- Chooses not to follow reasonable staff requests;
- Chooses to be physically violent towards others;
- Chooses to be verbally rude or abusive towards others.

If, having lost a stamp for behaviour (e.g. B1) a student continues to choose not to meet the required expectations of the member of staff 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. Failure to attend the ½ hour detention will lead to a 1 hour after school detention with a member of SLT.

Should a student continue to choose not to satisfy the required AfL a final verbal warning will be issued by the member of staff. 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 member of staff 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 (Head of Year) or member of SLT. Students will typically be removed from lessons for a period of 1 to 3 days, however, on rare occasions it may be necessary for this to be longer. It is also possible that students receive successive removals which stretch beyond the typical 1 to 3 day period. The parents/carers of the student will be informed of the sanction if the student is placed in BGR for a day or more

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via email and/or telephone. The student's future conduct will be monitored by the Learning Co-ordinator (Head of Year) and the Senior Leadership Team. When deemed necessary the school may also organise for students to attend at another local school through the Milton Keynes Behaviour Partnership.

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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 removal of off-site privileges; where appropriate, the Sixth Form leadership team may remove the privilege to leave site at any time during the school day.
3. 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).
4. 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).
5. 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.
6. 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.
7. 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.
8. In the event of aggressive, rude behaviour, or persistent failure to comply, the school will consider the full range of sanctions at its disposal.
9. 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*.
10. 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*.
11. 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.
12. 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.*