

BEHAVIOUR POLICY

NOVEMBER 2019

INTRODUCTION

At Oldfields Hall Middle School we:

- respect others
- enrich lives
- make a difference

We aim to create a calm, caring environment where children can learn effectively, feel valued and respected and be happy. Children are positively encouraged to behave well by praise and example. Expectations are high; the behaviour code is clear and simple and is applied consistently and fairly across the school. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy takes account of the legislation set out in the Equality Act 2010.

POLICY ARRANGEMENTS

The Deputy Headteacher has lead responsibility in the school for the Behaviour Policy which is developed in consultation with all members of the school community.

The policy will be reviewed annually; the Deputy Headteacher is responsible for leading the review and consulting representatives from the school community.

The policy directly links with the following school policies:

- Safeguarding
- E-safety
- Anti-bullying
- Equality
- SEND
- Attendance

WHAT WE EXPECT OF MEMBERS OF OUR SCHOOL COMMUNITY

- We expect members of our school community to be polite, respectful and considerate.
- We expect the school environment to be treated with care and respect.
- We expect members of our school community to be punctual.
- We expect staff to seek opportunities to challenge, stimulate and encourage each pupil to succeed, regardless of their ability, gender or ethnic identity.
- We expect staff to reward good work and good behaviour.
- We expect staff to set appropriate and challenging class and homework that is differentiated to meet individual needs.
- We expect staff to use sanctions for inappropriate behaviour consistently.
- We expect staff to recognise their own responsibilities for good classroom behaviour for example by
 - outlining and regularly reinforcing high expectations of behaviour.

BEHAVIOUR POLICY

- providing a suitable environment for learning.
 - actively promoting and recognising good behaviour and effort
 - preparing lessons which are stimulating, relevant and appropriate to the ability of the pupils.
- We expect pupils to be motivated to learn in lessons.
 - We expect pupils to build positive relationships with peers and staff.
 - We expect pupils to complete and hand in their homework on time.
 - We expect pupils to act as ambassadors for the School when participating in activities outside the school environment or whenever they come into contact with visitors to the school.

The School statement, “Respect others, Enrich lives and Make a difference” and the Home-School Agreement set out clear expectations. Pupils, parents and form teachers (on behalf of the school) are asked to sign the Home-School agreement at the beginning of each academic year.

PROCEDURES

The procedures arising from this policy will be developed by the Senior Leadership Team in consultation with the staff. Pupils will be consulted through the School Council, parents will be consulted through parent voice sessions and governors will be consulted through meetings.

The procedures will be made explicit to all members of the school community and the ideas of personal responsibility and responsibility towards the whole community will be promoted. The procedures will be made clear to the pupils so that they know how acceptable standards of behaviour can be achieved. The procedures will be monitored by the Senior Leadership Team in liaison with Progress Managers to ensure they are consistently and fairly applied.

The procedures will be reviewed regularly to ensure they are fit for purpose.

REWARDS

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Integral to the system is an emphasis on both informal and formal praise for individuals and groups. It is also important to keep parents fully informed about their child’s achievements.

Positive behaviour is celebrated in many ways by praise, in assemblies, by rewards such as achievement points, certificates, stamps, stickers, badges, reward events, notes and postcards home. In addition to the school policy, class teachers will follow school rules in their classrooms but may issue their own rewards.

INAPPROPRIATE BEHAVIOUR

We operate a restorative approach to inappropriate behaviour which encourages children to accept responsibilities for their actions.

All staff are expected to deal with incidents consistently, fairly and in a polite manner. All staff are expected to be collectively responsible for ensuring that our pupils behave appropriately in class, during social time, in assembly or whilst moving round school.



BEHAVIOUR POLICY

Our sanctions procedure is outlined in Appendix 1.

RESTRAINING CHILDREN

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Key staff have been trained in the use of “physical support” and will seek to de-escalate, defuse and distract and only use physical support if absolutely necessary and proportionate. All incidents of physical support will be recorded in line with school policy and reported to parents.

ATTITUDES TO LEARNING

All pupils will be given an Attitudes to Learning Grade for Lessons 1-5. This is a 4-grade system designed to track effort, behaviour and achievement during each lesson for every pupil. A Grade 2 is the expected grade for every pupil. Grade 1 is given for exceptionally good effort, behaviour or achievement; Grades 3 and 4 are given for exceptionally poor behaviour or effort.

Full details of this are given in Appendix 3.

MONITORING

The elements of the behaviour policy should be monitored at regular intervals by senior staff, looking in particular at age, gender, ability, pupil premium and vulnerable groups.

Feedback will be reported to the Governing Body on a termly basis.

TRAINING

The Head Teacher and Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

INVOLVEMENT OF OUTSIDE AGENCIES

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Pupils needing support from external agencies are identified through the SENCO and Progress Manager.

Outside agency support may be in the form of referrals made by the school to the Local Support Team, SENIS Behaviour Support Team, our local Pupil Referral Unit, T3 (substance misuse support) or YESS counselling.

The school will also provide information and for medical referrals including those to CAMHS and the school nursing service and work closely with any agencies involved with a pupil.

PROMOTION OF EQUALITY



BEHAVIOUR POLICY

- All staff must actively promote the policy of equality for all members of the school community.
- All staff must ensure that reasonable adjustments are made for pupils' SEND in line with the guidance given by the SENCO on the SEND register and other SEND documentation.
- Staff must never tolerate discriminatory comments or behaviour.
- All incidents of discrimination of any kind must be reported to senior leaders and the incidents must be recorded on the school system. The Deputy Headteacher holds the central record of discriminatory incidents.
- The Deputy Headteacher will monitor incidents of discrimination closely and will produce a regular report for the Headteacher of any such incidents. Any trends arising from the report will be used to inform teaching and learning, particularly in form time and PSHE.
- The records will be reported to governors regularly by the Deputy Headteacher and will be submitted to the LA as required.

REASONABLE ADJUSTMENTS

Reasonable adjustments will only be made if they do not compromise the health, safety, emotional wellbeing or education of others.

The following is a list of reasonable adjustments the school may make for pupils with SEND. The list is not exhaustive and other reasonable adjustments may be made according to the needs of the child.

- Instructions given in small steps with praise given for following them.
- Differentiated work.
- Short term targets for work are set; praised for achieving these targets.
- Consideration given to where pupil is seated in each room to maximise the opportunity for good behaviour.
- Positive report.
- Rewards different to and in addition to what other pupils get to praise the smallest steps and build resilience and self-esteem.
- Contact for minor behaviour issues with parents via email rather than organiser or report.
- Praise for good behaviour; tactically ignoring minor issues as long as these minor issues do not disrupt the learning of the other pupils in the class.
- A mentor to keep close eye on the pupil and to be their advocate in school if things are getting tricky.
- Referral to behaviour support, so that an assessment is made – staff then implement recommendations.
- Additional sessions with a behaviour support teacher as a result of assessment.
- Time-out with Behaviour Mentor
- Reduced timetable spending some lessons with a TA or member of the senior staff to avoid conflict in lessons which are proving difficult for the child.
- Reactive management plan.
- Early Help Action Plan (EHAP) with regular meetings with parent and pupil to facilitate discussion and maximise success.
- Pastoral Support Programme with two specific targets to help pupil to improve specific aspects of behaviour. This is monitored daily by staff.
- Referral to Pupil Referral Unit so pupils spends some of their school time engaged in an alternative timetable appropriate to their needs.

The school will not make reasonable adjustments for the following:



BEHAVIOUR POLICY

- Foul or abusive language including homophobic, racist or other discriminatory language directed at staff or pupils
- Violent conduct
- Bullying in all its forms
- Behaviour which disrupts the learning of others
- Failure to act on the instructions of staff

ESCALATION OF INCIDENTS

If there are recurring problems, a senior member of staff or Progress Manager may make formal contact with parents or carers and may monitor the pupil's effort and attitude more closely, for example via a report. The pupil may be set work to do in isolation. A relevant member of staff may also invite the parent or carer to come in to try to help to resolve the situation.

A referral for an assessment by SENIS Behaviour Support Team may be made in order to give the pupil strategies to improve their behaviour and staff strategies to support the child.

In the case of repeated antisocial behaviour, or if the incident is exceptionally serious, immediately, the Head Teacher may formally exclude a pupil from school. Staffordshire County Council guidance will be followed if a pupil is excluded from school. If a pupil is excluded for a fixed period on several occasions, a meeting of the Governors' Pupil Discipline Committee will be called to discuss the case and parents or carers and the pupil will be invited to attend that meeting.

If required, on the pupil's return after a fixed term exclusion, an Early Help Action Plan could be set up. This should be reviewed at least half termly in order to minimise the risk of another incident of poor behaviour. Early Help Action Plans may also be set up at a Progress Manager's discretion if they feel that a pupil is in need of additional support because they are at risk of exclusion. This may occur after a period of isolation, for example. Targets will be reviewed every 6-8 weeks. Typically two "plan, do, review" cycles will take place before the plan is deemed unsuccessful. However, some EHAPs will run for a longer period than this in order to support the child and their family.

A Team Around the Family (TAF) meeting may also be set up with outside agencies and parents if this is considered to be appropriate.

A child at risk of repeated exclusions may be placed on the District Inclusion Partnership register and information shared regarding the child to access support and additional resources. For KS2 pupils, this is a Uttoxeter-wide initiative; for KS3 pupils, the partnership operates across the East Staffordshire district.

Should this prove unsuccessful, a Pastoral Support Programme (PSP) will be agreed between the school, parents and the pupil, laying out specific targets for the pupil to meet within a 4-6 week period. Again, typically two plan, do, review cycles will take place.

The school may determine that a part- or full- time placement at the Pupil Referral Unit may be required to support a pupil in improving their behaviour in order to learn. Parents will be asked to consent to this. The school will liaise closely with the PRU in order that the child's needs are met in the best way possible.

On rare occasions, if a pupil is at risk of permanent exclusion, the school may deem that a "Managed Move" to another school is needed to give a pupil the best chance of success in their education. This will be facilitated via the DIP and discussed with parents. A Managed Move is arranged over a fixed period and may be terminated by either school if deemed unsuccessful. In this case, the pupil will return to Oldfields and other avenues will be explored.

BEHAVIOUR POLICY

ALLEGATIONS MADE AGAINST STAFF

Please refer to the school's [Safeguarding Policy](#).

REVIEW

The Senior Leadership Team will consult with members of the school community including staff (teaching and non-teaching), pupils, parents and Governors.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff, pupils and parents.

The outcome of the review and changes to policy and procedures will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Appendix 1

SANCTIONS LADDER

SANCTION	EXAMPLES OF WHEN TO USE
Verbal warning	Instruction is not followed Inappropriate behaviour
Attitudes to Learning Grade 3 + behaviour point	See Appendix 3
Detention	Behaviour point issued
Red Slip	Persistent poor behaviour in a lesson Persistently missed detentions Serious behaviour incident eg offensive language, discriminatory language
Attitudes to Learning Grade 4	See Appendix 3
After School Detention	Red slip received
Subject report (2 weeks)	Disruptive behaviour/poor attitude in a particular subject area.
Monitoring report (2 weeks)	Disruptive behaviour/poor effort in several subject areas.
Formal report (1 month)	Continued disruptive behaviour
Isolation	Violent incident Extremely poor behaviour
Early Help Action Plan (EHAP)	At the discretion of Progress Manager Support for a child deemed at risk of exclusion After exclusion Can be run alongside a formal report.
Fixed term exclusion	Serious incident Continuation of extremely poor behaviour
Pastoral Support Programme (PSP)	Support for pupil at risk of permanent exclusion. Run alongside report.
Permanent exclusion	Very serious incident. Continued serious incidents.

Parents may be contacted by Progress Managers or Senior Leaders at any stage on the ladder to discuss concerns. Parents may request that a child is placed on report. Positive reports and sticker charts are also used to help pupils to improve their behaviour.

APPENDIX 2



BEHAVIOUR POLICY

PROCEDURE FOR ATTITUDES TO LEARNING GRADES, BEHAVIOUR AND ACHIEVEMENT POINTS AND RED SLIPS

Class Teacher

- A Grade 2 is the expected level for all students. Grade 1s are for an exceptional attitude to learning in a lesson.
- If a Grade 1 is given, an Achievement Point must be issued.
- An Achievement Point may be awarded even if you do not give a Grade 1.
- A Behaviour Point may be issued without issuing a Grade 3.
- If a Grade 3 is issued, a Behaviour Point must be issued.
- Lesson Grades, Achievement Points and Behaviour Points can be seen and tracked by class teachers. Training will be given in the use of this data.
- Removal can be used if a pupil is persistently disrupting a lesson.
- A Red Slip is written as a result of an incident as described on the sanctions ladder, if Removal is used or if an Attitudes to Learning Grade 4 is given.
- You are responsible for issuing the appropriate punishment for a behaviour point or Red Slip eg loss of free time.
- Please ensure that Red Slips are completed as soon as possible and before the end of the working day. Remember it is a public document which will be placed in the child's file.
- Ensure that all information is completed as clearly and fully as possible.
- **Red Slips** should be given to the **Head of Department as soon as possible**. The child's Progress Manager should be informed via email. Red slips issued by Lunchtime Supervisors should be directed to the Progress Manager.

Form Teacher

- Check behaviour, achievement and attitudes to learning grades regularly.
- Praise pupils who are doing well in this area.
- Discuss issues with individuals as necessary and liaise with Progress Manager if a pattern is noted.

Head of Department

- Monitor Attitudes to Learning grades (training will be given in this). Support staff in your team where issues are emerging and praise pupils who are doing well.
- Issue subject reports if required.
- Liaise with Progress Managers to see if similar issues are occurring in more than one curriculum area.

Progress Managers

- Liaise with Form Tutors to monitor achievement and behaviour points daily. Intervene as necessary.
- **Red Slips** will come to Progress Managers via Heads of Department or Lunchtime Supervisors. Appropriate action should have been taken by the Head of Department and recorded on the slip. Any further action taken by the Progress Manager should be recorded on the slip. The slip should then be signed and passed to the Office who will record the incident on SIMS.
- Progress Managers should keep form teachers informed about any Red Slips received.

Appendix 3



Which Learner Are You?

Grade 1 Learner

I am thoroughly organised and fully equipped for my lesson.

I have arrived promptly, reviewed my previous learning and I am ready for the lesson.

I am highly motivated, fully engaged and positive at all times throughout the lesson.

My work is always of a high standard and extension activities are evident.

My work is of an excellent standard for my ability.

I have met the most challenging objectives of the lesson.

I am an independent worker and am actively engaged in all lessons, seeking additional work and guidance.

I have completed my homework to a high standard and delivered it on time.

I have helped others to engage in the work.

Grade 2 Learner

I am fully equipped for the lesson.

I have arrived promptly and I am quickly ready for my learning.

I have a positive attitude to all aspects of the lesson.

I have completed all of the classwork/homework set to a high standard.

I have met the objectives of the lesson which are stretching my learning.

I have worked without disruption to others.

Grade 3 Learner

I have some of the equipment for my lesson but not all of it.

I have arrived on time and I am beginning to settle to my learning.

I have a changeable attitude to the lesson at times and lack focus.

I have completed some of the work/homework set but not to the required standard.

I have met some of the objectives but not to the appropriate level.

I have worked but have caused some disruption to others learning.

Grade 4 Learner

I do not have the equipment for my lesson.

I arrived late to the lesson and took too long to settle to work.

My attitude to learning is poor and is seriously affecting my progress.

My work/homework is of a poor standard or missing.

I have not met the objectives for the lesson.

I have totally disrupted the lesson.

Policy reviewed	November 2019
Adopted by the OHMS Governing Body	November 2019
Date of next review	November 2020
Chair of Governors	Mr S Clarke