



OAKLANDS CATHOLIC SCHOOL
AND
SIXTH FORM COLLEGE
With delegated responsibility from the Catholic
Academy Trust in Havant

BEHAVIOUR POLICY

(GOVERNORS' STUDENT BEHAVIOUR POLICY

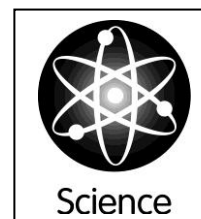
ACADEMIC YEAR 2011/2012)

APPROVED BY GOVERNORS	14 SEPTEMBER 2011
REVISION DUE	SEPTEMBER 2014
MEMBER OF STAFF RESPONSIBLE	HEAD TEACHER
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

SCHOOL BEHAVIOUR POLICY

“It should be clearly understood that the school’s ethos is realised today in the daily life of the school. It is the responsibility therefore, of *every* member of the school’s community to contribute to the creation of the desired ethos; this should be reflected in all areas of school life.”(Evaluating the Distinctive Nature of a Church School)

All that happens in a Catholic school, the pastoral care, the curriculum, the aims and objectives, the relationships and discipline, has the potential to speak of God’s loving care for each individual involved in the school’s life.

This policy stems from the school mission statement and is the basis of the school code of conduct (Annex 4), classroom procedures, rewards, sanctions and pastoral procedures.

The Governors recognise that Catholic schools help those entrusted to their care to understand the meaning of life and to recognise and fulfil their potential in the service of Christ. To support this the maintenance of high standards of behaviour is essential; this is the responsibility of all in our community; staff, students, parents/carers and Governors.

The maintenance of a vigorous, loving and child-centred behaviour policy is an important part of Oaklands Catholic ethos and the inculcation of a moral code of right and wrong that will last the student into their adult life. Parents wishing to have their children admitted to the school, or to keep them in the school should be in no doubt whatsoever that the Governors will support the staff and Head most strongly in the implementation of this policy.

The prime rule which underlines all others is that Oaklands’ students are expected to act at all times in a sensitive, responsible manner, showing kindness, consideration, honesty and respect for others, for their dignity, and also their property. In this way the school can foster its Christian atmosphere and also develop further the Christian aims of the school.

The school's behaviour policy aims to build and develop self regulating students behaviour to a high standard in readiness for the greater independence granted in the adult work place or post-16 learning environment. If we can equip students with the personal skills to behave and work well of their own volition here, they stand more chance of enjoying and achieving in their lives

There are excellent safeguards and parental consultations in the policy for those occasions where genuine grievance exists – however they are not to delay the timely implementation of this policy.

The Headteacher will publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The Role of Parents

1. At Oaklands we consider that it is important to form good links between home and school and to work in partnership with parents. Parents will be kept fully informed about appropriate and inappropriate behaviour and encouraged to support the school and their children.
2. We recognise that parents as primary educators have a direct and powerful effect on children behaviour. It is the school’s role to support parental responsibilities. We endeavour

to keep them informed and gain their support for rewards for positive behaviour and any sanctions required for inappropriate behaviour.

3. Parents will receive information about the school's expectations both for themselves and their children regarding curriculum support and behaviour. The Home School Agreement (Annex 2) is the first part of this process. Thereafter, contact is made by teachers face to face, by sending notes, making telephone calls, by putting entries into the child's School Planner or other procedures that are appropriate. Parents are expected to alert us to any difficulties the child may be experiencing which may be affecting work or behaviour.
4. Parents are expected to support the school and agree to appropriate rewards and sanctions being imposed in relation to their son/daughter in accordance with this policy and supporting Annexes. Failure to support the school may lead to the exclusion of the child concerned and the matter referred to the Governors' Discipline Committee with a view to a removal of the child from the school if parents continue to refuse to uphold and enforce this policy.
5. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

The Role of Students

1. Students have a responsibility to abide by the Code of Conduct (Annex 4) and behave in a way that helps them learn and respects the rights of other students to learn: to this end, there is a collective responsibility for all students engaged in the learning process.
2. Part of the key function of a Catholic school is to allow students to grow spiritually, academically, socially and emotionally. The student has to demonstrate responsibility to allow others to do the same.
3. Students are required to learn in a classroom where firm but fair discipline is evident; they are required to support the positive ethos and accept responsibility for their behaviour.

The Role of Staff

1. All staff have a role to play in managing the behaviour of students. Staff operate positive 'behaviour for learning' systems in the classroom. Staff should *work together* to develop a clear *and shared* understanding of what is acceptable both inside and outside the classroom, and these norms should be fairly and consistently reinforced each day. Staff are encouraged to use the strategies for rewards and sanctions exemplified in Annex 3.
2. Staff are responsible for ensuring that a safe environment exists at all times of the day, including break times, between lessons, lunchtimes and within extra curricular activities and clubs.
3. The pastoral care system is the responsibility of all staff. It is set up within the school to provide effective support for learning and good behaviour. It will then create a sound climate in which students feel confident and secure and are aware of their obligations.
4. Within the classroom all teachers have the right to teach, while students have a right to learn. The pastoral system ~~should~~ supports this and seeks to improve standards at every opportunity, so that every student can achieve his/her full potential.

5. All teachers are managers of their own classrooms and should take the necessary steps to carry out effective teaching and learning. This may involve implementing the rewards and sanctions to secure a safe learning environment. This is essential in maximising potential and raising attainment throughout the school. Teachers have to employ the use of high level strategies to manage most low level classroom issues. Teachers also have to act in a manner which models for the students the standards of behaviour which we expect of them.
6. Staff have the right and responsibility to ask for assistance from parents and other colleagues when support is needed in handling the behaviour of children.
7. Staff have a responsibility to follow up incidents of poor behaviour using the appropriate internal procedures and forms.
8. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

The Role of Governors

1. The Governors are responsible for the school behavioural policy. The Governors will fully support staff and lead in the implementation of this policy.
2. In certain circumstances the Governors may involve the Discipline committee to review an issue. In addition, in the case of a permanent exclusion, the Governors take seriously their role as described in the current DfE documentation on behaviour and exclusion.
3. The Governors take an active role in reviewing behaviour and monitoring exclusion.
4. The Governors understand that parents have made a choice in selecting Oaklands. Therefore, if parents disagree with the behaviour policy of the school the Governors will support the Headteacher in suggesting that parents look for alternative provision that meets their expectations.

Management of Behaviour.

1. We recognise that unacceptable behaviour ranges from breaches in the school code of conduct through to students passive response in the learning environment.
2. In the majority of cases good behaviour in the classroom stems from good teaching and learning, although there is a degree of acceptance that for some students there are physical, social, emotional and intellectual reasons why students demonstrate inappropriate behaviour.
3. For students that demonstrate a persistent behavioural problem the school has a number of procedures and systems at its disposal that can support the student to make positive choices. On occasions it may be necessary to take action (Annex 1) in response to a students behaviour to safeguard the interests of the whole school community. The school may involve other agencies to support students in the management of their behaviour.
4. The student code of conduct is there for all students including those with Special Educational Needs. All students need to be accountable for their actions, however the

concept of punishment alone has not been found to be effective in altering patterns of behaviour in children. We aim to manage challenging behaviour through a range of appropriate strategies and procedures that are known and understood by all staff. Similarly the consequences of good behaviour need to be recognised and positively reinforced. (Annex 3)

5. The school recognises that some students have a disability and this may affect their progress and how they behave in school. The school will strive to make reasonable adjustments for these students. When managing the behaviour of students who are deemed to be disabled, the school will follow the DfE guidance on improving behaviour and attendance.
6. Strategies and procedures need to be implemented fairly and consistently. It is recognised that each situation needs to be dealt with on an individual basis; there is not a 'one size fits all' solution. Further, some logical strategies fail while more unorthodox ones work. So, it is important to appreciate the unpredictable nature of a child's reaction when deciding which strategy to employ. However, the school will not normally enter into negotiation with parents as to the nature and type of sanction imposed
7. It is not normal for action taken against a student as a disciplinary matter to be shared with the aggrieved party. There has to be a relationship of trust between the school and the parents, that the implementation of the policy will be fair and consistent and any disciplinary action is not taken lightly.
8. Within the classroom the management of behaviour at a low level requires high level strategies to ensure that an orderly working environment is maintained. To this end the school will seek to support colleagues in developing strategies to support all staff.

Rewards and Sanctions

1. Staff should use a range of rewards as positive recognition of good behaviour to encourage children to develop and sustain appropriate behaviour. The number of rewards given should far outweigh any punishments
2. Opportunities should be found to build students' self esteem through consistent recognition and valuing of their achievements
3. The promotion of a positive culture is vital where students see the value of intrinsic rewards.
4. When sanctions are invoked, students must understand the reason why what they have done is unacceptable, how they can put it right and how they would behave next time. Staff should endeavour not to damage relationships or the student's self-esteem, but to look for reconciliation.
5. To be lawful, the punishment must satisfy three conditions: the decision to punish must be made by a paid member of the school staff or a member of staff authorised by the Headteacher; the decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; it must not breach other legislation and it must be reasonable (ie: proportionate in the circumstances taking account of age, SEN, disability, equalities and human rights) in all the circumstances.

6. Should an investigation be required into an incident the level of proof required is that of civil justice e.g on the balance of probabilities.
7. Teachers and students should develop a clear understanding of what is acceptable both inside and outside the classroom and these norms should be fairly and consistently reinforced each day.
8. Teachers have specific legal powers to impose detention out of school hours.
9. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. (e.g. when misbehaviour could adversely affect the reputation of the school) At Oaklands, non- criminal bad behaviour and bullying (e.g. cyber-bullying) will be dealt with using the appropriate sanction as outlined in the 'Rewards and Sanctions' procedures and parents informed.

10. Annex 1

The management of the behaviour of students in school is the sole responsibility of the Head whose duty it is to determine measures with a view to promoting self-discipline and proper regard for authority, ensuring an acceptable standard of behaviour and encouraging good behaviour, or otherwise regulating the conduct of all students. In carrying out his responsibilities, the Head will act at all times in accordance with the Governors' Behaviour Policy and in the interests of each individual and also the wider community of the school.

A1. 1 Disciplinary sanctions:

- It is necessary for certain sanctions to be available to the school in order that we maintain the high all round standards which the school promotes. In general, experience has shown that the vast majority of Oaklands' students do adhere to the rules and respect the aims of the school but, where necessary, specific sanctions sometimes have to be applied.
- Where necessary, the school will use appropriate disciplinary sanctions that are reasonable and proportionate. The purpose will be to impress on the student that what s/he has done is wrong; or to deter him or her from repeating that behaviour; or to show other students that such behaviour is unacceptable and to deter them from doing it.
- The school seeks to avoid whole class or group punishments when individuals are to blame. However, it may be necessary to detain groups of students during any investigation.
- The Education and Inspections Act (2006) gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions. This power extends to students' behaviour outside of school, for example on a school trip at home or abroad where poor behaviour may result in the student being sent home at his or her parents' expense. Where reasonable, poor behaviour by students on the way to or from school will be dealt with by the school. The Act also allows for sanctions to be applied without parental permission
- The Violent Crime Reduction Act (2006) gives staff to right to search students for offensive weapons. DfE guidance states that Headteachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. It is now obligatory for staff to give police any evidence discovered during a search.
- All staff have the power to use reasonable force (ie: 'using no more force than is needed') to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (see Restrictive Physical Intervention Policy)
- Corporal punishment is illegal in all circumstances

A1.2 Minor misbehaviour:

Most minor misdemeanours can be dealt with through the following:

- Establishing and maintaining eye contact
- Positive use of appropriate body language and calming gestures
- Verbally repeating expectations in a calm and authoritative manner
- Ignoring attention seeking behaviour
- Moving alongside a student and redirecting them to the task
- Appropriate warnings issued with clear consequences outlined for failure to comply
- Appropriate verbal rebuke or non-verbal signal
- Moving seat in the classroom, preferably to the back of the room

- Quiet word, outside of the class if necessary
- Asking a student to remain behind briefly at the end of a lesson to have a word or make a note in the student planner
- Minor playground incidents can be dealt with through a litter pick or isolation from peer group for short period of time

Minor misdemeanours may be followed up with a referral if necessary which will allow a Head of Year to establish if it was a 'one off' occurrence or an issue that requires a level of intervention, such as:

- Letter home
- Phone call to parents
- Detention – lunchtime or after school **as determined by the teachers**
- Subject detention with Head of Department
- Withdrawal of privilege
- 'Parking' in another lesson
-

A1.3 More serious misbehaviour

The following will be followed up with a referral and any of the actions below, as appropriate

1. Parents invited into school
2. Withhold participation in non curricular events
3. After school detention
4. On card report system
5. SLT on report
6. Study Support Area
7. Inclusions room

Where a student's behaviour has been unacceptable or disruptive inside the classroom and has had to be removed from class or the behaviour of a student has been unacceptable or disruptive around the school outside of the classroom, then that student may be directed to spend the rest of the day in the Inclusion Room under close supervision by a member of staff. Break and lunchtime will be at a different time to the rest of the school. Once a student has been placed in the Inclusions Room, reintegration into lessons will normally only be after one full day's attendance in the Inclusions Room. Removal from class therefore could be across two school days. Students placed in the Inclusions Room will normally be detained until **4.50** on the same day, once their parents have been informed. On occasions students may be placed in the Inclusions Room whilst an investigation is undertaken: this may be for a number of lessons depending on the severity of the investigation.

8. Other kinds of misbehaviour which could lead to fixed term exclusion. For example:
 - Persistent disruption of classes
 - Refusal to wear the correct uniform
 - Persistent truancy
 - Rudeness to or intimidation of staff or fellow pupils
 - Bullying, including cyber bullying
 - Violence
 - Assault with or without prior provocation

- Bringing alcohol, cigarettes, matches, lighters or fireworks onto school premises or other banned items. Since July 2007, smoking on any part of the school site has been against the law.

Students who are witnesses to, are aware of, who coerce others or are party to information regarding an incident of poor behaviour or bullying and do NOT inform a member of staff will be deemed to be condoning this behaviour and will also be given an appropriate sanction. This equally applies to students who deliberately withhold information during an internal investigation.

Formal Final Written Warnings.

In certain circumstances (eg following a number of fixed term exclusions, or a serious one off event), at the request of the Headteacher, the Governors' Discipline committee may meet to discuss a discipline matter. The parents/carer and student involved may be invited to the meeting. The Governors may view the issue serious enough to invite the Head teacher to place the offender on a final warning notice.

A1.4 Most serious behaviours

Certain kinds of misbehaviour are so serious that they carry a risk of a fixed period or permanent exclusion for a first offence. These are usually matters which threaten the security and well-being of all or part of the whole school community. The following would be examples:

1. Serious actual or threatened violence against another student or member of staff, or against the school as a whole.
2. Sexual, racial, homophobic or religious abuse or assault of a student or member of staff
3. Involvement with illegal substances, which includes:
 - bringing a substance onto the premises;
 - supplying or offering or arranging to supply a substance for another student;
 - one student asking another to procure a substance for the former's use
4. Carrying a weapon, potential weapon or imitation weapon.
5. Serious damage to school property or theft
6. If an action is so serious that it involves the Police the school will co-operate fully with their investigations.

Students at Oaklands are commended when they come forward with information regarding any incident. Where possible, the names of those providing the information will not be disclosed. However, if the matter is serious and / or other authorities are involved (e.g. the Police) then the information provided by students (written statements and verbal intelligence) may be shared.

A1.5 Managing Serious behavioural problems:

Where appropriate the school will seek to employ strategies short of permanent exclusion, which it regards as the last resort. Yet, some kinds of behaviour are so serious (especially when the risk to the whole school community is considered) that permanent exclusion will be appropriate for a first offence.

In all cases of alleged misbehaviour we will investigate thoroughly before any final decision is taken and any decision to exclude is subject to review by the Governors. The school follows the relevant DfE guidance on the process related to exclusion

A1.6 The school's responsibilities for fixed term exclusion:

- During the first 5 days of any exclusion, the school will set work for the student.
- From day 6, an excluded student must receive full-time education provided by the school, if the exclusion is fixed term, or by the local authority if the exclusion is permanent

Parents'/Carers' responsibilities:

- During the first 5 days of an exclusion, parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement.
- From day 6, parents/carers must ensure that the student attends full-time education by a designated provider.
- Parents are expected to attend a reintegration interview following any fixed period of exclusion of more than five days from secondary school. At Oaklands, we expect parents to attend a reintegration meeting after *any* period of fixed term exclusion

Parents' right of appeal:

- Parents have a right of appeal against a fixed term or permanent exclusion, the details of the appeal process can be found in the DfE guidance on exclusions.

Annex 2

Home School Agreement

HOME-SCHOOL AGREEMENT Yr 7-11

1. The School

Oaklands is a Catholic Christian Community where everyone works together so that we can all achieve our best, as expressed in our mission statement 'Community, Unity, Opportunity'. We work closely with both the student's home and parish to support each other to enable each one of us to experience a happy school environment where we can flourish as individuals and learn well

The staff and governors at Oaklands recognise the high expectations of our students and parents and shall strive to:

- Provide a Christian education based on the teachings, values and principles of the Catholic church encouraging spiritual growth alongside academic excellence
- Live out the principles of justice, forgiveness and reconciliation and treat everyone with respect to ensure that dignity is protected at all times.
- Provide a safe and harmonious environment for learning to take place where students have high expectations and aim for personal excellence.
- Ensure each child is valued and respected as a member of our Christian Community and is given the opportunity to achieve his / her potential.
- Provide a broad and balanced curriculum appropriate to the age and ability of each student
- Guide and promote a culture of positive behaviour in the school community using rewards to build self esteem and confidence and sanctions to challenge unacceptable behaviour.
- Set, mark and monitor homework regularly and within a reasonable time-frame.
- Provide written reports and arrange Parent Consultation Evenings to inform discussion of each child's progress.
- Liaise with parents over any concerns or problems that affect their child's work or behaviour and respond quickly and effectively.
- Listen to student concerns and take swift action or find solutions to student issues.
- Keep you informed about school activities through regular letters, newsletters and notices.
- Encourage parents and students to be active participants in the life of the school.

2. The Parents/Carers

Oaklands is a school which focuses on our students. We want to work closely with you to ensure that your child is safe, happy and learns to the best of their ability.

In order to achieve this we ask you to:

- Support the Christian Ethos of the school
- Support your child in their work and recognise their achievements.
- Ensure that your child attends school regularly, on time, properly equipped and in the correct school uniform.

- Inform the school of a reason for all absences and avoid taking holidays in term time.
- Inform the school at the earliest opportunity about any concerns or problems which might affect your child's work or behaviour.
- Support the school's Behaviour Policy and in particular the rewards and sanctions procedures in place at Oaklands.
- Attend Parents' Evenings and any other meetings as they arise to discuss your child's progress.
- Learn as much as you can about your child's life at school and regularly ask what they have done and look at their work together
- Ensure that homework is completed to the required standard and check and sign the homework diary regularly
- Support your child in accessing extra-curricular activities and other educational opportunities provided by the school.

3. The Student

At Oaklands you have the opportunity to achieve well. Our staff are experienced and know how to guide you so that you may make the best of your time here.

In order for you to flourish at school we ask you to:

- Take seriously the call to love God, love each other and love yourselves
- Abide by the Oaklands Code of Conduct which asks us to treat everyone with respect and courtesy, being kind to each other and looking out for one another.
- Attend school regularly, on time, and with the correct equipment for all lessons.
- Be on time to your lessons and listen attentively to assist your learning
- Work hard at all times whether in school or in other learning environments.
- Wear the school uniform correctly, with pride and be tidy in appearance.
- Accept and comply with the school rules designed for the common good of all at the school. This helps the school to run smoothly and staff can concentrate on helping you to learn.
- Respect the school environment and school property and that which belongs to other people. Do not drop litter – pick it up and use the bins.
- Behave well in lessons and do not disrupt the learning of others. Talk to your teachers about your work if it is too easy or too difficult.
- Behave well on the playground, during break and lunchtime and when participating in extra-curricular activities
- Join in our clubs, teams and activities to meet new friends and learn about life outside school wherever you can.
- Talk to staff if anything is worrying you. Staff will listen and do whatever they can to help you solve your problems.
- Behave well at all times on school buses and for all journeys made on public transport, by cycle or on foot, to and from school.
- Be proud of being a member of Oaklands Catholic School

REPLY SLIP – please sign and return to your child's Form Tutor at the induction evening

I have read the Home / School Agreement and acknowledge its contents.

STUDENT'S NAME:

FORM:

Signed.....

PARENTS' NAME:

Signed.....

ON BEHALF OF THE SCHOOLFORM TUTOR

Signed.....

Annex 3

Rewards and support

A3.1 Praise

In school praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

A more formal reward system of points and prizes can also be used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. Students at Oaklands receive reward points not only for academic work, but also for positive participation in the life of the school and it can be awarded by any member of staff, teaching and non-teaching. Other rewards might include, for example:

- “Congratulations” and “Good News” supported by postcards home
- Personalised letters to parents;
- Certificates that recognise positive contributions to the school community;
- Celebration assemblies, recognition in assembly
- Special privileges;

A3.2 Oaklands' support systems:

A number of staff systems are available to support students in a variety of ways:

- Form tutors
- Heads of Year and Year Assistants
- Head of Department
- Year 7 Buddies
- Peer Mentors

- Prefects
- Special Educational Needs Co-ordinator
- Bartimaeus Centre, including the Behaviour Room
- Chaplain
- Inclusions Manager
- Independent Counsellor.
- Connexions advisers
- Educational Psychologist
- Locality Teams
- Local Authority Inclusions officers
- Outside agencies

7. HOUSE TREAT

6. PUBLIC RECOGNITION

5. WRITTEN COMMUNICATION POSTED HOME

4. WRITTEN RECOGNITION / POSITIVE REFERRAL TO HEAD OF YEAR OR HEAD OF DEPARTMENT

2. DEPARTMENT/PASTORAL MERIT STICKERS TO BE REDEEMED ONLINE

3. SCHOOL REWARD POINTS TO BE REDEEMED IN SCHOOL SHOP, LEADING TO HOUSE POINTS

1. VERBAL/PERSONAL PRAISE

Dependent on the work/contribution a student makes, steps 2, 4 and 5 may be interchangeable

REWARDS + SANCTIONS

The progression through all stages of this process is in accordance with the Behaviour Policy and at the school's discretion, dependent on the nature of the incident.

7. EXCLUSION

6. HOLDING ROOM

4. FORMAL REFERRAL TO FORM TUTOR, HEAD OF YEAR OR HEAD OF DEPARTMENT

5. REPORT CARD

3. AFTER SCHOOL INTERVENTION AND PARENTAL INVOLVEMENT

2. LITTER PICK / REMOVAL OF PRIVILEGES / USE OF CATCH UP TIME

1. VERBAL WARNING / INTERVENTION BY SUBJECT TEACHER OR FORM TUTOR

- AT OAKLANDS CATHOLIC SCHOOL WE**
- + Offer friendship, honesty and consideration
 - + Act in a way in which we would like to be treated
 - + Know we are valued and loved
 - + Live life fully and responsibly
 - + Allow others to be individuals and show them respect
 - + Never leave anyone behind
 - + Do consider the consequences before actions
 - + Support our Christian community



COMMUNITY. UNITY. OPPORTUNITY.

Annex 4

CODE OF CONDUCT

At Oaklands Catholic School we:

Offer friendship, honesty and consideration

Act in a way in which we would like to be treated

Know we are valued and loved

Live life fully and responsibly

Allow others to be individuals and show them respect

Never leave anyone behind

Do consider the consequences before actions

Support our Christian community