



Orsett Heath Academy
School Behaviour Policy
January 2020

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Miss S Rawson

Date written: January 2020

Date agreed and ratified: 5th February 2020

Date of next review: January 2021

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Policy Objectives:

This policy aims to provide a consistent approach to behaviour management by:

- Defining what we consider to be unacceptable behaviour
- Outlining how pupils are expected to behave
- Summarising the roles and responsibilities of different people in the school community with regards to behaviour management
- Outlining our system of rewards and sanctions

2) Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- Anti-Bullying Policy
- Safeguarding Policy
- Attendance Policy
- SEN&D Policy
- Exclusion Policy

3) Links to legislation:

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

- The Equality Act 2010
- Behaviour and discipline in schools 2016
- Searching, screening and confiscation at school 2018
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2017
- The SEN&D Code of Practice 2015

4) Behaviour Bands

At Orsett Heath Academy, we divide unacceptable behaviour into 5 broad bands:

- **Level 1** – Cause for concern, including low level disruption
- **Level 2** – Repeated low-level disruption in more than one lesson
- **Level 3** – Persistent disruption following intervention over the course of a few lessons. Also, behaviour that is discriminatory or bullying.
- **Level 4** – Persistent disruption and failure to respond over a variety of subjects and following interventions. Also, behaviour that may put another individual at harm: violent or aggressive behaviour.
- **Level 5** – Failure to improve behaviour following interventions OR a significant, serious incident that has the potential to harm others.

5) Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (January 2020).

6) Role and Responsibilities

The Governing Board

- Responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation

The Head of School

- Responsible for reviewing and approving this behaviour policy.
- Ensure that the school environment encourage positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

Staff

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Hold high expectations for all pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Encourage pupils to promote the aims and values of their school in their daily lives and in the local community
- Encourage regular communication between school and home
- Record behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

- Support their child in adhering to the expectations
- Ensure that their child comes to school regularly, on time, with the appropriate equipment
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or tutor promptly

These expectations cover all aspects of school life, including journeys to and from school and school trips, as well as break times.

7) Expectations of Students

Students are expected to;

- Respect, support and care for each other, both in school and the wider community
- Listen to others and respect their opinions, showing empathy and understanding
- Attend school regularly, on time, ready and equipped to learn and take part in school activities
- Take responsibility for their own actions and behaviour and fully understand the consequences of poor behaviour on their own and others' learning experiences
- Do as instructed by all members of staff (teaching and non-teaching) throughout the school day
- Be accepting of others, irrespective of any difference; for example: race, gender, sexual orientation, religion or age
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and be properly equipped for school

These expectations cover all aspects of school life including journeys to and from school as well as break times.

As well as these expectations, all students should be aware of the following school rules;

- **Mobile Phones** – While we know that mobile phones are important for pupil safety travelling to and from school; they should not be used during the school day. Mobile phones should be turned off and in student's pockets or bags, throughout the entirety of the school day including break-times.
- **Headphones** – Must not be seen in school. If these are seen, they will be confiscated immediately.
- **Uniform** – School uniform must be adhered to and worn at all times. False eyelashes and nails are not allowed and jewellery should not be worn. All students should also have appropriate footwear, and should not be wearing trainers
- **Equipment** – Each student must have the required equipment for each lesson
- **Attendance** – Attendance is expected to be as close to 100% as students can. Students must also not be late to school or lessons
- **Hands-Off** – The school has a hands-off policy, and any form of fighting or physical violence will not be tolerated

8) Rewards and Sanctions

Positive Reward System

We value good behaviour and regularly praise and reward students for good behaviour, positive social skills, and commitment to the school community. Progress and attainment is recognised throughout the school day in a variety of ways, and feedback given.

We have many different ways of rewarding our students, including:

- verbal praise;
- Positive SIMS;
- Tutor prizes;
- rewards lunches and evenings;
- rewards and achievement assemblies;
- prize giving evenings;
- letters and postcards home to parents/carers;
- positive phone calls home;
- positions of responsibility and leadership;
- displays of pupils' work and endeavours;
- effort awards of Bronze, Silver and Gold

Sanctions

The use of sanctions at Orsett Heath Academy are characterised by certain features:

- it is made clear why the sanction is being applied;
- it is made clear what changes in behaviour are required to avoid future sanctions;
- there is a clear, well understood, distinction between minor and major offences;
- it is the behaviour rather than the person that is deemed unacceptable.

Parents / Carers will be informed if a student's behaviour is a cause for concern. Sanctions may include one or more the following:

- verbal reprimand;
- loss of privilege;
- detention at break or lunchtime, or after-school;
- letters or phone calls home to parents;
- internal isolations;
- removed from participation in school trips, events or fixtures (without notice);
- confiscation of banned items;
- putting a pupil 'on report';
- exclusion (fixed term or permanent) from school.

On extremely rare occasions an incident may be deemed so serious (such as the use or distribution of drugs, possession of a weapon in school, or serious physical assault) that permanent exclusion from the school may result.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9) Support

Support for Students

If there is a persistent problem across the curriculum, Tutors, together with the Head of School will work together with the student to draw up a programme of support. A strand of the inclusion and wellbeing strategy is focused on support for those with social, emotional and behavioural needs.

All staff working with the pupil will be informed of any interventions, and will support appropriately throughout the school day.

Similarly, the school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupils.

Support for Staff

The school will support all adults working with pupils to ensure they have the best opportunity to achieve.

It is school practice to discuss individual pupils' behavioural issues in the professional environment to ensure that information is shared effectively and support mechanisms are cohesive. Decisions regarding support, reward and sanctions will be made in line with the school's Safeguarding Policy.

All staff have access to this policy and an operational handbook in order that behaviour management is consistent throughout the school.

Support for Parents/Carers

The school has an 'open door' policy. Parents and carers are encouraged to make an appointment to discuss any relevant issues with tutors in the first instance.

Likewise, when a professional from the school raises a concern about a pupil's behaviour an appropriate member of staff will contact the parent to discuss the issue or arrange a meeting to do so.

10) Supporting Consistency

In order to ensure behaviour expectations and standards are being implemented fairly and consistently, the Leadership Team will undertake a variety of measures to review progress across the school. This includes, but is not exclusive to;

- Completing climate walks to get a “feel” for implementation of behaviour measures and understanding
- Data analysis, ensuring consistency in implementation being taken
- Feedback received from the Student Voice group to ensure the pupil attitudes are reviewed and assessed.
- Stakeholder surveys completed annually with specific reference to staff attitudes on behaviour implementation and consistency
- Half-termly assemblies promoting ethos and behaviour expectations

11) Monitoring arrangements

This behaviour policy will be reviewed by the Head of School every year. At each review, the policy will be approved by the Head of School.