



Orsett Heath Academy



SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

Policy Name	Behaviour Policy
Written by	Mr L Taylor. Deputy Headteacher
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The law requires schools to have a written behaviour policy. Our aim is to apply it fairly and consistently so that it underpins the social, academic and emotional development of the pupils in our care. Our purpose is to ensure that staff can work with pupils in a caring, stimulating and secure environments so that pupils can learn and develop safely. We encourage parents/carers to be involved in this process and consider this behaviour policy to be owned by all stakeholders. We believe that poor behaviour has to be tackled in order that pupils have the opportunity to learn and that all members of our school community have the right to be working alongside each other in a safe, respectful environment.

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
- SEND Policy
- Suspension 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) School Values

Courage; We aim to be brave, take risks and try to tackle our challenges in the best ways we can to achieve success.

Effort; We aim to put high levels of effort in to all our work and wider school life to succeed to our full potential.

Potential; We aim to reach our full potential by working hard, always trying our best and taking advantage of new opportunities.

Respect; We aim to respect each other, staff, the school, and the wider community to make sure everyone feels welcomed.

5) Expectations

Orsett Heath Academy has high expectations of key groups of the school community:

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

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

Students

- 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 (with the exception of a single stud in each ear). All students should also have appropriate footwear.
- **Equipment** – Each student must have the required equipment for each lesson including maths equipment and their AR book.
- **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

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

6) 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 (September 2023).

7) Inappropriate Use of Social Media

We expect pupils to use all Social Media in a safe responsible manner. The school supports this through:

- Tutor times

- Focus days
- PSHE lessons
- The wider curriculum.

If a pupil uses social media in an inappropriate way such as:

- posting pictures/filming of staff or pupils without consent,
- online bullying
- posting comments that bring the school into disrepute.

The pupil/pupils can receive a suspension or in serious cases a permanent exclusion.

Authorised members of staff are permitted to examine any data or files on the device where there is good reason to do so. Parental consent is not required in order to search a pupil's phone if it has been seized in a search.

If device is suspected to be relevant to an offence, or is a pornographic image of a child or an extreme pornographic image; in these cases, the device will be given to the police and files and data will not be deleted from the device prior to doing this.

In determining what a good reason is, the member of staff will reasonably suspect that the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Any electronic device can be seized which is prohibited by the school rules, and there are reasonable grounds to suspect that it contains evidence relating to an offence, will be given to the police as soon as possible.

There is regular monitoring for Social Media sites and will use any information found as evidence in any investigation to set any relevant consequences or passing material to the police as appropriate.

8) Child-on-Child Abuse

All staff recognise that children are capable of abusing their peers (referred to as child on child abuse) and it can happen both inside and outside of school and online. The school does not accept pupils passing off peer on peer abuse as 'banter' and zero tolerance is given in these circumstances.

Details of our school's approach to Child-on-Child abuse are set out in our Child-on-Child Abuse Policy (September 2023).

9) 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;
- Positives on classcharts
- 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, gold and platinum

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';
- suspension (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.

10) 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.

11) Lateness and Truancy

Pupils late for school (or lessons) will be given a consequence to make up for the work time lost. All staff may give this consequence. Pupils may be asked to complete work during break, lunch or after school to reflect on their behaviour choice.

Persistent lateness to school or lessons will be classed as truancy and sanctioned accordingly. Pupils wandering the building without a legitimate reason and not in the correct place will be classed as truancy and sanctioned accordingly.

12) Litter

OHA is a litter and chewing gum free zone. Each classroom, corridor and every playground has litter bins and pupils should use the bins provided. All pupils who choose not to respect the school environment will receive a consequence. Those pupils who chew gum may be requested to complete extra learning after school. If pupils persistently choose not to adhere to expectations may be given community service e.g. litter picking during or after the school day or a sanction according to the policy.

13) Support

Support for Students

If there is a persistent problem across the curriculum, Tutors, together with Senior Leadership Team 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.

14) 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

15) Monitoring arrangements

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