

## Oriel High School: Behaviour Policy

**Date Amended: September 2021**

**Date of Ratification: 29.09.21**

**Next Review Date: September 2022**

**All members of our community have the right to a positive, stimulating and secure learning environment where the highest standards of teaching and learning can take place.**

**Through positive reinforcement and timely intervention, we will foster the values of Oriel High School enabling our students to take their place as confident and responsible members of society.**

### **Underlying Principles:**

- The Student Charter is reviewed annually at the beginning of the year at Learning Community or whole staff meetings and by the School Council at its first meeting of the year.
- All students and staff are expected to adhere to our Charter
- Effective classroom teaching promotes positive behaviour
- What you model is what you get – students learn by example
- Mature and responsible behaviour needs to be taught
- Students respond better to encouragement than punishment
- Rewarding positive behaviour and using students as role models is far more effective than ‘rewarding’ disruptive behaviour by attending to it too frequently instead of resolving the underlying issue
- The more sanctions you have, the worse behaviour will be
- Every person deserves respect and needs to respect others
- Problems are normal where children are learning and testing out the boundaries of acceptable behaviour. Success is measured not necessarily by the absence of problems but by the way we deal with them
- However, all unacceptable behaviour must be dealt with – to ignore it is to condone it.
- The teacher and Learning Mentor are central to the process and as such will need to be informed and involved at all stages; this demands very efficient communication between staff.
- The success of the strategy depends on all staff in the school community following the procedures and all new staff receiving training and guidance as part of their induction.

*We manage student behaviour by:*

- Providing a clear framework of acceptable behaviour that is effectively communicated. All students will be aware of the choice they have
- Establishing a school where mutual respect and sensitivity are paramount
- Fostering positive and mature attitudes in relationships and work
- Ensuring that lessons are well planned to engage all learners
- Having standardised uniform, punctuality and attendance policies to minimise potential conflict or confrontation
- Establishing the Oriel High School ethos that Learning is our core business

**We will not allow the behaviour of a student to disrupt the learning of others.**

**Our approach demands that all staff:**

**1. Develop professional relationships:**

- Meet, greet and be greeted
- Speak to students in a respectful manner
- Smile and be friendly and consider de-escalation techniques and potential for physical restraint
- Communicate expectations clearly
- Develop an atmosphere of mutual respect while establishing a clear unambiguous framework with regard to student/adult relationship

**2. Reward and celebrate positive behaviour and achievement:**

- All students should be able to sense appreciation for their efforts at school: whether academic, sporting or co-operative. In enhancing a positive atmosphere of achievement in the school, effort must be rewarded consistently and at all levels. Negativity and disaffection are the results of unappreciated effort; enhanced motivation and further achievement follow from a tangible acknowledgement of effort.
- In combination, the use of positive points, postcards, congratulatory letters, whole-school recognition, individual prizes and group rewards will help towards the students of Oriel High School remaining positive and motivated as they move forward in their learning. Rewards relate to the four core values of the school: Creativity, Achievement, Respect and Excellence.

**3. Manage Poor Behaviour and breaches of our Charter:**

- Early intervention strategies with low level disruption should be deployed initially, before following formal procedures and considering de-escalation techniques and potential for physical restraint.
- A sanction itself will not improve behaviour, rather a conversation to remind a student of positive behaviours and choices. The rewards and sanctions policy provides opportunities for staff which should be taken at every opportunity for that conversation to happen.
- Should this not bring about the required improvement, our Rewards and Sanctions procedure needs to be followed. Our Rewards and Sanctions procedure works on the premise that the vast majority of students wish to do well. All students who arrive on time to lessons are awarded P1 (Positive 1). If work and/or effort is of a high standard a P2 is awarded and a message sent home via Parentmail.
- Further acknowledgement of outstanding work, contribution, school representation is awarded by P3 (postcard). For outstanding contribution to the school, student of the month, 100% yearly attendance P4 is awarded and a letter sent home from the Headteacher.

Each P1-4 and N1-4 are highlighted and recorded in the students' Go4Schools account. If it is clear that a student does not meet expectations with regards equipment, homework and uniform the P1 is removed.

- Reminder
- Verbal warning – N1 registered on system (Go4Schools)
- Second verbal warning N2 – teacher detention if behaviour remains unsatisfactory up to 30 mins - parents informed via planner
- N3 – 45 Senior Leadership Team (SLT) detention – 24 hours' notice. Parents informed via Parentmail
- N4 - Internal Exclusion in the Isolation Room - parents informed via letter/phone call which may be followed by a reintegration meeting with a senior member of staff
- Fixed Term External Exclusion – parents informed by phone call and letter followed by reintegration meeting with Headteacher
- Permanent Exclusion - parents informed by a phone call and by letter

- In addition, other sanctions may be used such as: litter picking or community service. Students who are engaging in poor behaviour or are at risk of exclusion are required to meet with their Head of Learning Community accompanied by their parents/carers.
- Heads and Deputy Heads of the Learning Community will support staff in bringing about an improvement in behaviour of individual students and will liaise with Pastoral Coordinators where more intensive support and monitoring is necessary for particular students. Staff may place students on Monitoring Report.
- Extreme behaviour should be reported immediately to the relevant staff member. Examples could include:
  - Assault or threatened assault of a student or a member of staff
  - Abusive language directed to a member of staff or student
  - Deliberate damage to school premises or property
  - Malicious damage to another person's property or work
  - Fighting
  - Theft
  - Possession of dangerous items, substances or weapons (including laser pens)
  - Possession of or under the influence of alcohol
  - Truancy
  - Possession of or under the influence of controlled substances
  - Posing a threat to the safety of other students
  - Outright refusal to follow instructions despite reminder and warning

By all members of our school adhering to our Behaviour for Learning Policy we will ensure that we are a calm, harmonious and cooperative community in which all are empowered to achieve and inspired to excel.

***Policies to be cross-referenced with this Behaviour for Learning Policy are:***

- 1. Physical Management of Students***
- 2. Child Protection Policy & Child Protection Procedural Policy***
- 3. Home School Agreement [copy appended to Policy]***

## Oriel High School Home School Partnership Agreement

Date Amended: September 2021

Date of Ratification: 29.09.21

Next Review Date: September 2022

### The School

**Will try to:**

- Ensure that its aims and aspirations are met.
- Care for your child's safety and happiness and ensure that all safeguarding procedures are met.
- Provide a balanced curriculum and meet the individual needs of your child.
- Keep you regularly informed and consulted about general school matters and about your child's progress.
- Offer a broad range of public examinations at Post 14 and in the Sixth Form.
- Invite your child to participate in a wide range of extra-curricular opportunities.
- Work with you to solve any problems, which could harm your child's progress at school.

Signature: \_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_

### The Parent, Parents or Carers

**Will try to:**

- See that my child goes to school regularly, on time, in uniform and properly equipped.
- Keep the school informed of any concerns or problems which might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend the Parents' Consultation Evenings to have discussions about my child in order to work with the school to ensure their progress.
- Support the school in dealing with behaviour and attendance and any resulting consequences.

Signature(s): \_\_\_\_\_ / \_\_\_\_\_

Name(s): \_\_\_\_\_ / \_\_\_\_\_

Date: \_\_\_\_\_