OAKWOOD PARK GRAMMAR SCHOOL

Behaviour and Anti-Bullying Policy

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OAKWOOD PARK GRAMMAR SCHOOL

BEHAVIOUR POLICY

Rationale

The school aims to provide an environment which develops confident adults whose academic qualifications and personal qualities enable them to establish themselves in the world. Underpinning this aim is an acknowledgement that students can only achieve their full potential when working in an atmosphere where good behaviour, discipline and a respect for all members of the school community is the norm.

The school also recognises that the success of the school in providing for and promoting the development and achievement of its students, is dependent upon all concerned working in partnership towards common goals and as such the expectations which underpin our behaviour curriculum are based on the following **fundamental principles**:

1. **All members of the school community should be treated with kindness, respect and tolerance.**
2. **All students are expected to respect other students' right to learn and teachers' right to teach.**
3. **All members of the school community should strive for excellence and excellence will be celebrated.**

These principles, collectively and individually ensure that:

- Members of the OPGS community feel valued, safe and supported irrespective of their sex, race, disability, religion or belief or sexual orientation.
- Students can learn in a focused, dynamic, challenging and engaging environment where they have the best chance of developing and demonstrating academic excellence both in terms of their classroom experiences and in their final examination outcomes.
- Members of the OPGS community take pride in demonstrating and recognising excellence in all its forms which in turn inspires others to do the same.

Students who do not abide by the fundamental principles which underpin the schools behaviour curriculum, and thus disrupt the learning environment, will be dealt with according to the principles set down in this policy, and in accordance with the Education Act 2011, which gives schools the statutory power to deal with cases of ill-discipline. Equally, those students who display good behaviour, a positive work ethic, and due consideration and care for others will be acknowledged through the school's various reward systems.

Policy Aims:

- To create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values and ethos of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Define what we consider to be expected and desired behaviours.

This policy is underpinned by DfE non-statutory guidance as set out in:

Behaviour in schools: advice for headteachers and school staff (February 2024)

In summary 'Behaviour in schools: advice for headteachers and school staff' guidance states that:

- Good behaviour in schools is central to a good education.
- Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.
- Well-managed schools create cultures where students and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life.
- Staff should be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.
- Schools can create environments where positive behaviours are more likely by proactively supporting students to behave appropriately. Students should be taught explicitly what good behaviour looks like.
- Some students will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.
- When students do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.
- In some cases, particularly when a student is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a student may need to be suspended or excluded and schools should read the Department's specific guidance on suspension and permanent exclusion to ensure that they use these interventions appropriately.

The policy is also guided by advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy links with the following school policies:

- OPGS Suspensions and Permanent Exclusions Policy
- OPGS Safeguarding Policy
- OPGS Equality Policy
- OPGS SEND Policy
- OPGS Drugs and Substances Policy

- OPGS Mobile Phone Policy
- OPGS Uniform Policy

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitudes to learning
- Repeated and deliberate uniform infringement

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Child on child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - i) Sexual comments
  - ii) Sexual jokes or taunting
  - iii) Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - i) Knives or weapons
  - ii) Alcohol
  - iii) Illegal drugs
  - iv) Stolen items
  - v) Tobacco and cigarette papers
  - vi) E-cigarettes or vapes
  - vii) Fireworks
  - viii) Pornographic images
  - ix) Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Implementation

All staff are trained on the fundamental principles and routines which underpin the behaviour curriculum at OPGS (See Appendix A). This training focuses on their roles in developing a calm and safe environment for students by:

- Establishing clear boundaries of acceptable student behaviour.
- Upholding the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships as defined by the school behaviour policy so that students can see examples of good habits and are confident to ask for help if needed.
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

- Students are informed of the fundamental principles and routines which lie at the heart of our behaviour curriculum and the reasons we have these expectations in place. This is implemented through form time presentations, year group assemblies and through day to day interactions with students. Clear expectations for students along with these fundamental principles are displayed in all classrooms.
- The school ensures that at key transition points during the academic year, such as the start of each academic year and/or the start of each term there is a focus on the school's behaviour curriculum for students and staff.
- Parents/Carers sign the 'OPGS Expectations for Learning' agreement at the start of each academic year
- Parents/Carers and students are reminded of the school's fundamental principles at the start of each academic year in transition meetings and also through the Headteacher's newsletters.
- The School Rules are found on the School Website.
- As stated in **'Behaviour in Schools' (February 2024)** clear communication of a school's behaviour policy is an important way of building and maintaining a school's culture as 'It helps makes behaviour expectations transparent to all students, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate and predictable.'

The School will:

- Create a purposeful, challenging learning environment by creating a safe, calm and supportive culture which encourages and rewards positive learning behaviour through the implementation of a clear behaviour curriculum.
- The school's behaviour curriculum is based on the school's three fundamental principles which are a shared set of principles which aim to create a culture where excellent behaviour is the norm. The behaviour curriculum defines expected behaviours, with a focus on outlining what successful behaviour looks like and also focuses on key habits and routines which students are expected to develop.
- Deal with breaches of the school rules promptly, firmly, fairly and in line with the school ethos and recommendations set out in the 2011 Education Act and DfE publications '**Behaviour in Schools' (February 2024), Keeping Children Safe in Education (202)4, Searching, screening and confiscation: advice for schools (2022) and Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement (2024)**
- In cases of child on child abuse and sexual harrassment follow guidance as set out by **Keeping Children Safe in Education (2024)** which underpins the school's Safeguarding Policy.
- Ensure that all staff are aware of the sanctions available and in which context they can be used.
- Ensure that staff have clear expectations for their conduct in order to ensure that the behaviour curriculum is embedded.
- Inform parents of any adjustments to the school policy via school newsletters and to students via registers or assemblies.
- Cover key issues such as bullying in the schools PHSE and RSE programme and through the Form Time programme.
- Ensure that staff provide an effective role model for students.
- Provide clear guidelines on the use of ICT and computers in ICT classrooms and all student sign a terms of use agreement.
- Where appropriate consult with Student Voice regarding initiatives associated with rewards and sanctions.
- In line with the school's 'Equalities Policy' and guidance which underpins this, ensure that all students are treated equally when dealing with issues of rewards and sanctions.
- Provide additional support for SEND students and as set out in **'Behaviour in Schools' (2024)** consider whether a student's SEND has contributed to misbehaviour. As also set out in guidance this does not mean that students with SEND are exempt from sanction.
- Follow guidance as set out in **'Behaviour in Schools' (2024)** regarding support for students following a sanction. Support could include: targeted discussion with a student, contact with parents, further investigation into student conduct at school, enquiries into circumstances out of school, use of additional behaviour management support systems such as being on report.
- Ensure that serious breaches of the school rules are dealt with by the appropriate Director of Study or Deputy Head. The Headteacher has the power to issue a fixed term suspension or permanent exclusion following their investigation.
- Request that parents attend a meeting at the school to discuss serious breaches of the school rules.

- The Headteacher will follow guidance in **'Suspensions and Permanent Exclusions' (2024)** when issuing a fixed term suspension or permanent exclusion.
- Where appropriate, Headteacher has the power to impose sanctions on students who act inappropriately when off the school site. This could be to and from leaving school whilst in school uniform, travelling on Public Transport as part of an off site visit. This might also include behaviour that could affect the safety of students or the reputation of the school even if the student is not in school Uniform.
- Where appropriate, the Headteacher has the power to impose sanctions on students for online misbehaviour which poses a threat or causes harm to another student, adversely affects the reputation of the school, or could have repercussions for the orderly running of the school.
- Where appropriate, the Headteacher has the power to impose sanctions on students who act inappropriately when off the school site. This could be to and from leaving school whilst in school uniform, travelling on Public Transport or as part of an off site visit. This might also include behaviour that could affect the safety of students or the reputation of the school even if the student is not in school uniform.

We expect our students to:

- Treat all members of the school community with kindness, tolerance and respect at all times.
- Behave in a courteous, respectful and responsible manner when using public transport to and from school.
- Behave appropriately when off-site whilst in school uniform or when involved in a study visit/excursion.
- Arrive to school punctually, in full school uniform.
- Arrive to lessons punctually and properly equipped (lockers should only be visited before school, break and lunch)
- Respect other students' right to learn and teachers' right to teach by actively participating in all lessons, working hard on learning activities and following staff instructions.
- Strive for excellence in everything.
- Make the best possible use of the opportunities provided by the school by contributing to the wider school community, joining a club or society or by representing the school.
- Show the highest standards of behaviour when moving between lessons by walking quickly and quietly and observing one-way systems. Toilet breaks are not permitted.
- Maintain the highest standards of behaviour and break and lunch.
- Ensure that classrooms, corridors and spaces used at break or lunch times are kept clean, tidy and well respected. Litter must be placed in bins.
- Support all members of the school community by discussing any concerns they may have about themselves or others to their Form Tutor.
- Report any concerns about their safety or the safety of others speak to the safeguarding leads at school: Ms J Bevan (DSL), Mr J Martin (DDSL) and Ms K Ryan (DDSL)
- Adhere to the school rules as set out in the OPGS Behaviour Policy.

We expect our parents to:

- Support the school in the implementation of its behaviour curriculum as set out in the school's fundamental principles.
- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEND related or other personal factors which may result in their child displaying behaviours outside the norm.
- To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- If their child is suspended from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend a reintegration interview with the school at the end of a fixed period exclusion
- Sign the school's 'Expectations for Learning' agreement and support the school in upholding the school code of conduct.

Roles and Responsibilities

- The Headteacher and Governors determine the school ethos and take the lead in establishing principles for this policy.
- The Headteacher is responsible for all suspensions and exclusions.
- Directors of Study have the responsibility for encouraging students to adopt positive learning behaviour and enforce sanctions against those students who breach the school rules on a regular basis. In serious cases they will work in conjunction with the Deputy Head.
- Subject teachers are ultimately responsible for behaviour in their lessons, and where necessary work with Subject Leaders and Directors of Study.
- Form Tutors will promote school values and act as the first link between school and parent.
- The Senior Leadership Team and Staff Duty Teams in helping to maintain correct behaviour at break and lunchtime.

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Senior Leadership Team

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

The data will also form part of KPI reports submitted to the Governing Body

Safeguarding and Behaviour

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, the Headteacher or DSL/DDSL will make the report.
The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to Front Door

- Report to the police

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Front Door may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Behaviour and SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

OAKWOOD PARK GRAMMAR SCHOOL

ANTI-BULLYING POLICY

Rationale:

The school aims to provide an environment which develops confident adults whose academic qualifications and personal qualities enable them to establish themselves in the world. To this end the school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. This policy outlines what the school will do to prevent and tackle all forms of bullying.

The policy is underpinned by DfE guidance **"Preventing and Tackling Bullying" (2017)** and also considers the updated DfE statutory guidance **"Keeping Children Safe in Education" (2024)**

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

- Acceptable User policy
- Behaviour policy
- Complaints procedure
- Confidentiality policy
- E-safety policy
- Mobile phone policy
- PSHE and RSE policies
- Safeguarding policy
- Equalities policy
- Whistleblowing policy

This policy also links to the following legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Definition of Bullying
Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017) or the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally and sexually abusive and can cause severe and adverse effects on children's emotional development.

Forms and types of bullying covered by this policy:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • SEND	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

Where bullying is reported the following steps will be taken:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- In the first instance the relevant Director of Studies will interview all parties involved. The exception being in the case of a safeguarding issue where the DSL will lead interviews. If required, the DSL will collaborate with other schools.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Where cyberbullying is reported the following steps will be taken:

- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. This will involve encouraging the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- The school will take all available steps where possible to identify the person responsible. This may involve confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and guidance as set out in DfE's **'Searching, screening and confiscation at school' (2022)**.
- The school can request the deletion of locally-held content and content posted online if they contravene school behavioural policies and contact service providers and/or the police and other agencies if this is refused.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed **and follow guidance as set out** in **'Behaviour in Schools' (2024)**
- Provide information to staff and students regarding steps they can take to protect themselves online.

Supporting Students

Those students who, following an investigation, have been identified as being bullied will be supported by:

- An opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Where appropriate, the opportunity to take part in restorative justice.
- Ongoing pastoral support focusing on, where appropriate, restoring confidence, resilience, and self-esteem.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Where appropriate the opportunity to take part in restorative justice.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term suspension or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Creating an anti-bullying culture of 'Kindness, Tolerance and Respect'
The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. This is clearly set out in the school's behaviour curriculum.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others as set out in updated guidance **"Keeping Children Safe in Education" (2024)**
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

The Headteacher and Governing Body will ensure that:

- Students, staff and parents/carers can easily access support and report concerns.
- The school's practice is regularly updated and evaluated to consider the developments of technology and subsequently provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Appropriate, proportionate and reasonable action is taken, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online.
- Appropriate disciplinary sanctions are implemented; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- A variety of techniques are used to resolve the issues between those who bully, and those who have been bullied.
- All staff are trained to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

Students will be aware of:

- The school's approach to bullying and are clear about the part they play in preventing it.
- How to express worries and anxieties about bullying.
- Avenues of pastoral support and how to access external helplines and websites.

Parents will be aware of:

- The school's anti-bullying policy.
- Who to contact with concerns (usually their child's Form Tutor or Director of Study)
- The importance of working with the school to role model positive behaviour for students, both on and offline.
- The school's complaints procedure and how to use it effectively where necessary.

Appendix A

The Behaviour Curriculum – Roles and Responsibilities

Staff	Roles and Routines
Form Tutor	• Be a visible presence before students enter the room - meet at the door. • Check uniform is correct. • Take an accurate register using guidance in the handbook. • Make sure any important notices are read. • Engage the Form Time/PHSE programme as set out in the handbook. • Make sure students stand behind chairs/stools in silence at the end of registration. • Ensure that students are dismissed row by row in silence. Dismiss from the front checking uniform. • Give transition behaviour expectations - move quietly and quickly, use one-way systems, no toilet visits, no eating or dropping litter. • Move to the classroom entrance to welcome your next class. • Liaise with relevant Director of Study and/or parents regarding any concerns regarding uniform, punctuality, equipment. • Look for the good – praise and reward • Look for excellence – praise and reward • Know your form – build relationships
Class Teacher	• Be a visible presence before students enter the room - meet at the door. No queuing outside. • Check uniform is correct before allowing students to enter. • Give clear expectation instructions for entry – in quietly, books and equipment on the desk, bags on the floor. • Set the standard and make behaviour expectations clear by defining and communicating them clearly. • Insist on silence when you are talking and silence when other students are, making a contribution. • Make it clear whether students are permitted to talk or not during a written activity. • Set clear time parameters for the task and adjust after 'reading the room' • Take an accurate register. • Use the L code if a student is late to a lesson. • Use the behaviour management flow diagram in the handbook if a student is disrupting learning. • Ensure that the SLG are emailed if a student is refusing to leave the room to work with a Head of Department or is significantly breaching the school's expectations for learning, for example by swearing at a member of staff or physically assaulting another student. • Do not allow students to leave lessons to go the toilet unless they have an identified medical need on their Edulink context information. • Do not allow students to swing on chairs, slouch or have water bottles on their desks. • Make sure students stand behind chairs/stools in silence at the end of the lesson. • Ensure that students are dismissed row by row in silence. Dismiss from the front checking uniform. • Give transition behaviour expectations - move quietly and quickly, use one-way systems, no toilet visits, no eating or dropping litter. • Move to the classroom entrance to welcome your next class.

	• Look for the good – praise and reward • Look for excellence – praise and reward • Know your classes – build relationships • Be a point of contact and support for students and parents.
Head of Department	• Be a visible presence – own your corridor and classrooms – make it clear 'how we do things around here' • Support departmental members with the implementation of the behaviour curriculum. • Champion excellence – put faces to names and celebrate success. • Review and address barriers to learning in your department – student, staff, environment. • Be a point of contact and support for students and parents.
Director of Study	• Be a visible presence for your year group – between lessons, during lessons and at break and lunchtimes. • Support staff with the implementation of the behaviour curriculum for a year group. • Support Form Tutors with the implementation and delivery of the PHSE programme. • Champion excellence at every opportunity. • Review and address barriers to learning for individuals and groups of students in a year group. • Be a point of contact and support for students and parents.
Senior Leadership	• Create, implement and review the behaviour curriculum. • Be a visible presence throughout the school at all times to support staff and students with the implementation of the behaviour curriculum. • Lead on ensuring that barriers to learning for individuals and groups of students are shared, addressed and evaluated for impact. • Ensure that the school's behaviour policy is upheld and implemented.

Appendix B

The School Rules

The school expects all students to strive towards fulfilling their academic potential by maintaining high levels of attainment, effort and conduct.

1. Students will treat all members of the school community with respect and courtesy.
2. Students will be punctual, both in terms of arrival to school and lessons and when submitting homework.
3. Students will demonstrate the highest standards of behaviour when off site whilst in school uniform or when involved in a study visit/excursion.
4. Students will behave in a courteous, respectful and responsible manner when using public transport to and from school.
5. Students will have correct equipment with them for each lesson.
6. Mobile phones must not be used in school unless authorised by a member of staff. Their unauthorised use whilst on the school premises will lead to confiscation.
7. Electronic devices and earphones are not to be used in corridors and will be confiscated.
8. 'Smart watches' are not to be worn in school.
9. Students must not leave the school site, or enter into 'out of bounds' areas at lunch and break time.
10. Bullying in any form will not be tolerated and will be dealt with firmly.
11. Smoking or Vaping on the school premises or whilst in school uniform is forbidden.
12. Chewing gum is not permitted on the school premises.
13. Potential weapons must not be brought to school.
14. Possession or the use of alcohol or drugs on the school premises or whilst in school uniform is forbidden and can lead to permanent exclusion.
15. School uniform must be worn at all times (including to and from school). For Years 7 to 11 this consists of:

    - OPGS School tie with house colours – this must be visible and show seven stripes.
    - Students are not permitted to wear any other tie other than those awarded by the school.
    - OPGS Blazer with school badge.
    - Plain white shirt which must be tucked in at all times with top button done up.
    - OPGS black v neck pullover.
    - Plain black trousers ('jean style', 'super skinny', or 'chino style' trousers are not permitted).
    - Black socks.
    - Black shoes (trainer or trainer style are not permitted).
    - Plain black belt (if worn). 'Designer' belts are not permitted.
    - Earrings, ear studs and jewellery are not permitted, nor the piercing of any part of the body.
    - Plain dark outdoor coat (no hoodies). Coats must be taken off before entry into school and must be placed in lockers.
    - Hair must be natural in colour and extreme hairstyles are not permitted. Long hair must be tied back. The Headteacher reserves the right to ask students with very long hair to have it cut back to a reasonable length. Haircuts below a grade 2 and 'tramlines' are not permitted.

    Bags should be substantial and able to cope with carrying a minimum of three A4 sized textbooks. A minimum capacity of 10 litres is recommended.

Items which are not part of the school uniform will be confiscated and the school reserves the right to take disciplinary action regarding breaches of its uniform code. Coats must be taken off before entry into school and must be placed in lockers.

Sixth Form Dress Code

The Sixth Form dress code is designed to enable students to look at their professional best. The dress code allows considerable freedom whilst ensuring that everyone's appearance is smart, sober in style and business-like.

- Students must wear business attire such as a formal jacket and trousers/skirt.
- Shirts/blouses/tops can be plain or patterned but must be formally cut. Ties must be worn with shirts.
- Skirts must be worn with 40 denier tights or thicker. Skirts must not be too short or clingy. Students breaking this rule will be given a replacement skirt by the Sixth Form Director of Study.
- Trousers should be formal in style. Leggings or drawstring trousers are not permitted.
- No strappy or low cut tops.
- No Leather or Pleather.
- Outdoor coats, jackets and scarves should not be worn inside the school buildings.
- Students are permitted to wear studs in ear piercings. A single small stud is allowed for a nose piercing. Septum jewellery must not be visible.
- Extremes of hair style and/or colour are unacceptable.
- No visible tattoos.
- Formal footwear must be worn.

Appendix C

Rewards

- Verbal and written praise.
- Displays of excellent work in classrooms and excellence boards in Departmental areas
- Recognition on OPGS Sixth and OPGS Instagram accounts
- Recognition in school magazine.
- Gaining recognition for our students in the local press or on the school's social media accounts
- Recognition in Assemblies.
- Awarding of House Points/Achievement Points
- Sports colours, music award ties, academic award ties and Year 11 Prefect ties.
- Opportunities to join Student Voice.
- Opportunities to become peer mentors.
- Public Performances.
- Letters or certificates of congratulation for effort and achievement.
- Interviews with Directors of Study, Deputy Head and Headteacher.
- Celebration of Achievement ceremonies.

Appendix D

Sanctions available to all staff:

- Verbal reprimand and reminder of expectations of behaviour.
- The setting of written tasks such as an account of their behaviour.
- Loss of privileges.
- School based community service.
- Behaviour monitoring report.
- Request to redo work of an unsatisfactory standard.
- Lunch or breaktime detention
- After school detention (Up to 1 hour – consent from parents is not needed for this sanction, however the school will notify parents of detention with the minimum of 24 hours' notice. Parental inconvenience should not be a barrier to issuing a detention)
- Student sent to work with Subject Leader
- Confiscation of item banned under school rules.
- Behaviour incidents logged on Edulink
- SLG homework detention.

Sanctions available to Directors of Study in conjunction with Deputy Head:

- Internal isolation for a fixed period (withdrawal from lessons and loss of break and lunch time) as according to guidance set out in **'Behaviour in Schools (2024)**
- Loss of privileges (school trips, sports teams, practical work)
- Directors of Study Detention
- School Detention for serious offences short of fixed term exclusions. This is recorded on student files.
- Restorative Justice meetings with students
- Implementation of the school support and referral process (Appendix G)

Sanctions available to the Headteacher:

- Fixed term suspension and permanent exclusion in line with **Suspensions and Permanent Exclusions (2024)**
- Both sanctions are used in serious breaches of the school rules and will involve gaining written statements from the student and witnesses involved prior to making a judgement.
- The authority to use or delegate powers as set out in **Searching, Screening and Confiscation at School (2022)**

Sanctions available to the Governing Body:

- In the case of permanent exclusions the school's governing body is responsible for looking at the evidence provided and deciding whether a student is permanently excluded from the school.

The school will inform parents of serious breaches of the school rules, or repeated issues of poor behaviour. The school reserves the right to act in a manner which is in accordance with its ethos and the principles contained in the school's Behaviour and Anti-Bullying Policy.

‘Behaviour in Schools’ (2024) states that a sanction is lawful if:

- The decision to sanction is made by a paid member of the school staff or an unpaid member of staff authorised by the headteacher.
- The decision to sanction and the sanction itself are made on the school premises or while a student is under the lawful charge of the member of staff.
- It does not breach any other legislation and is reasonable in all circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment by school staff is illegal in all circumstances.

Appendix E – Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

- Any prohibited items as set out in the school rules that are found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.
- We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the student is refusing to comply.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

- Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Strip searches -The authorised member of staff's power to search does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.
- Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.
- Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Appendix F

Summary of points arising from the statutory guidance document 'Behaviour and Discipline in Schools. Guidance for Governing Bodies' (January 2012)*

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the school.

- The Governing body is expected to notify the Headteacher that the following should be covered in the school Behaviour Policy:

  a. Screening and searching students (including identifying in the school rules items which are banned and which may be searched for);
  b. The power to use reasonable force or make other physical contact;

  c. The power to discipline beyond the school gate;

  d. When a multi-agency assessment should be considered for students who display continuous disruptive behaviour.

- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline students for misbehaviour outside of school.

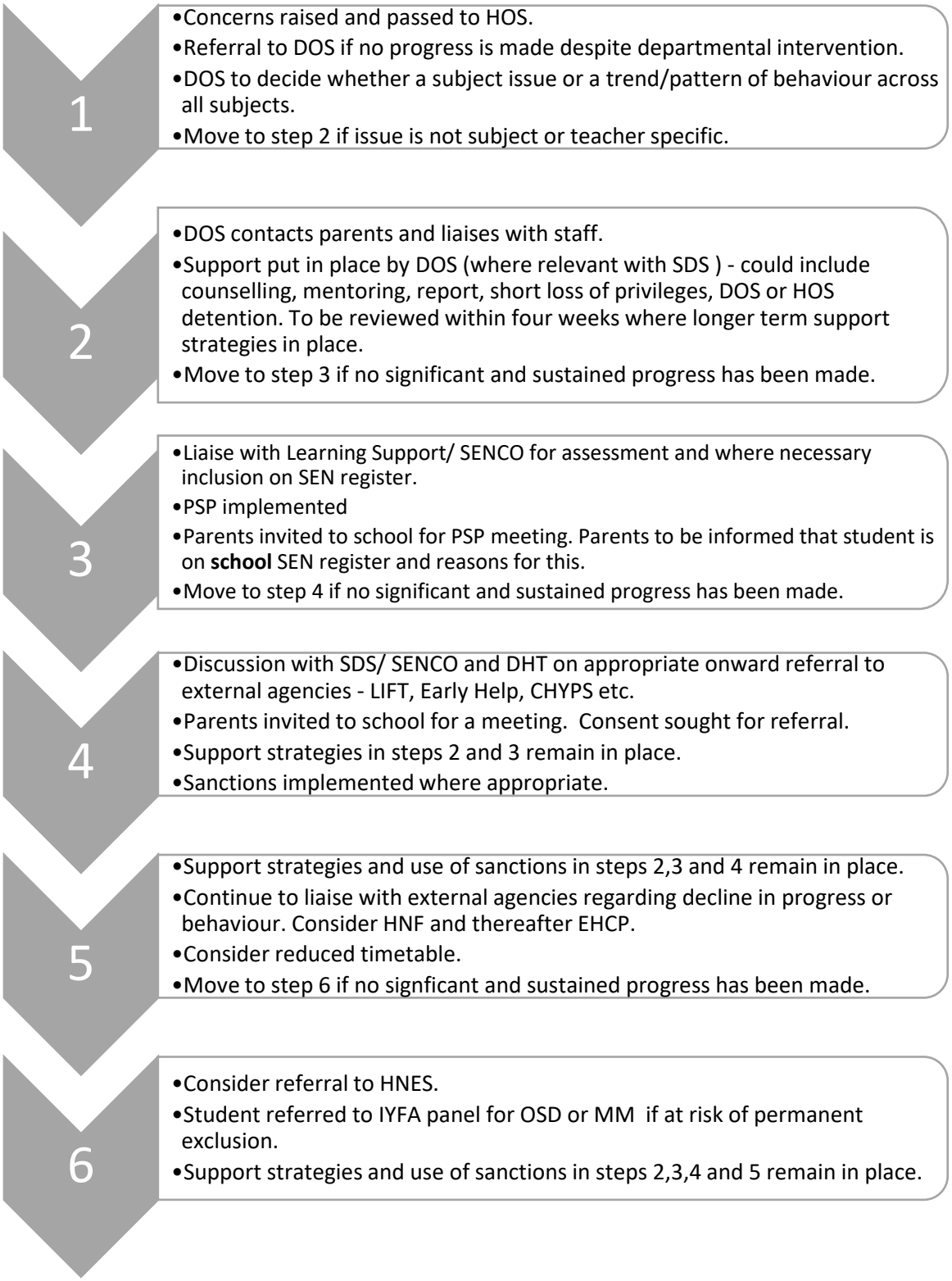
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act

***This guidance was last updated in September 2015**

Appendix F

OPGS Behaviour Support - Support/Referral Process

The following process will be used for students who require support in meeting the behavioural expectations of the school.



Appendix G

OPGS Behaviour for Learning

This plan is underpinned by the following OPGS fundamental principles:

1. **All members of the school community should be treated with kindness, respect and tolerance.**
2. **All students are expected to respect other students' right to learn and teachers' right to teach.**
3. **All members of the school community should strive for excellence and excellence will be celebrated.**

Students are expected to respect these principles and adhere to **'OPGS Expectations for Learning'** as displayed in classrooms.

In the case of behaviour which does not meet OPGS expectations the following steps should be taken.

Incident 1

- Speak to the student; make it clear which expectation they are not meeting.
- **Issue first warning.** Instruction given to change behaviour and clear outline of the consequence if they do not.

Incident 2

- Speak to the student.
- **Issue the classroom based consequence** - moving seats, working alone.
- **Issue second warning**. Make clear to the student that if their behaviour continues to be below expectations they will be moved to Head of Subject's room.

Incident 3

- Speak to the student.
- Explain clearly that they are not meeting expectations despite it being made clear what expectations are.
- **Student should be moved to work with Head of Subject. Head of Subject should record this on SIMS as a C3.**
- Between lessons the student should be referred to the relevant Director of Study.
- HOS and DOS have the option of issuing a DOS or HOS detention.

Appendix H

OPGS Expectations for Learning
(Home School Agreement)
Student and parent/carer to sign and return to school

The school aims to provide an environment which develops confident adults whose academic qualifications and personal qualities enable them to establish themselves in the world. Underpinning this aim is an acknowledgement that students can only achieve their full potential when working in an atmosphere where good behaviour, discipline and a respect for all members of the school community is the norm. The school also recognises that the success of the school in providing for and promoting the development and achievement of its students, is dependent upon all concerned working in partnership towards common goals.

The School will:

- Create a purposeful, challenging learning environment by encouraging and rewarding positive learning behaviour.
- Provide opportunities and guidance to ensure that all students are supported in achieving their potential and encourage them to have high aspirations.
- Ensure that staff provide an effective role model for students.
- Treat all students equally when dealing with issues of rewards and sanctions irrespective of their race, ethnicity, gender and sexuality.
- Communicate with parents through email, newsletters, information letters and where necessary meetings or phone calls with individual parents.
- Provide feedback to parents on their son/daughter's progress through twice yearly monitoring and yearly parents' evenings.
- Deal with breaches of the school rules promptly, firmly, fairly and in line with the school ethos and recommendations in the 2011 Education Act.
- Ensure that serious breaches of the school rules are dealt with by the appropriate Director of Study, Assistant Head or Deputy Head. The Headteacher has the power to issue a fixed term or permanent exclusion following their investigation.
- Request that parents attend a meeting at the school to discuss serious breaches of the school rules.
- Ensure that all staff are aware of the sanctions available and in which context they can be used.
- Inform parents of any adjustments to the school policy via school newsletters and to students via registers or assemblies.
- Where appropriate consult with Student Voice regarding initiatives associated with rewards and sanctions.
- Where appropriate impose sanctions on students who act inappropriately when off the school site. This could be to and from leaving school whilst in school uniform, travelling on Public Transport as part of an off-site visit. This might also include behaviour that could affect the safety of students or the reputation of the school even if the student is not in school Uniform.

Signed: …….. (Mrs S Craig, Headteacher)

We expect our parents to:

- Respect the school's behaviour policy and the disciplinary authority of school staff.
- Help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- Send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- Support the school in ensuring that the attendance of their son/daughter does not fall below 95%.
- Provide the opportunity and appropriate facilities for the completion of homework and encourage good working habits.
- Encourage and support the participation of students in the opportunities provided.
- Ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- Attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour or progress.
- Ensure that if their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend a reintegration interview with the school at the end of a fixed period exclusion.

We expect students to abide by the regulations set out in the School Rules and 'OPGS Expectations for Learning'

In particular students will:

- Treat all members of the school community with respect, tolerance and courtesy.
- Respect other students' right to learn and teachers' right to teach.
- In addition to excellent behaviour in the classroom students are expected to show the highest standards of behaviour when moving between lessons and at break/lunchtimes.
- Arrive to school and to lessons punctually, in full school uniform and properly equipped.
- Work to the best of their ability on classwork and homework tasks.
- Assist the school community in ensuring that classrooms, corridors and spaces used at break or lunch times are kept clean, tidy and well respected.
- Make the best possible use of the opportunities provided by the school.
- Discuss any problems or issues with their Form Tutor or Director of Study.
- Contribute actively to the school and wider community.
- Behave appropriately when off site whilst in school uniform or when involved in a study visit/excursion.
- Behave in a courteous, respectful and responsible manner when using public transport to and from school.

Student's Name …… Form ……

Signed …… Date ……. (Student)

Signed …… Date ……. (Parent)