



BEHAVIOUR AND ANTI-BULLYING POLICY

Signed

A handwritten signature in black ink, appearing to be "J. King".

Date **October 2022**

Date of Review : October 2025

OAKWOOD PARK GRAMMAR SCHOOL

BEHAVIOUR AND DISCIPLINE 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.**
- 4. All members of the school community should respect the school environment.**

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.
- Members of the OPGS community see themselves as having a key role in maintaining a school site in which they can take pride and work effectively in.

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 pupils 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 pupils.
- 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' (July 2022)**

In summary this guidance states that:

Schools should adopt a behaviour curriculum which focuses on 'expected behaviours in school, rather than only a list of prohibited behaviours.'

Schools should have a behaviour policy which is aligned to the school's legal duties and standards relating to the welfare of children as set out in Keeping Children Safe in Education (September 2022) specifically in relation to child on child abuse and sexual harassment.

A school's behaviour policy should provide details on how staff will support students to meet the school's cultures and values as set out in the behaviour curriculum.

Schools should consider how a whole school approach meets the needs of all students in the school, including students with SEND so that everyone can feel they belong in the school community and high expectations are maintained for all.

Headteachers have the power to sanction pupils for misbehaviour outside of school, including for online conduct, where a pupil or group of pupils conduct could have repercussions for the orderly running of the school, poses a threat to other pupils or could adversely affect the reputation of the school.

The power to discipline applies to all paid staff (unless the headteacher says otherwise) with responsibility for students.

Headteachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions in order to ensure responses to behaviour are 'consistent, fair proportionate and predictable.' 'Behaviour in Schools' (July 2022)

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

- The Equality Act 2010
- Use of reasonable force in schools (July 2013)
- SEND code of practice (June 2014)
- Mental Health and Behaviour in Schools Guidance (November 2018)
- Searching, Screening and Confiscation at School (July 2022)
- Keeping Children Safe in Education (September 2022)
- School Suspensions and Permanent Exclusions (September 2022)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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
 - iv) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, 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, cigarette papers and vapes
 - vi) Fireworks
 - vii) Pornographic images
 - viii) 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 pupil)

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 pupils by:
 - i) Establishing clear boundaries of acceptable student behaviour.
 - ii) 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 pupils can see examples of good habits and are confident to ask for help if needed.
 - iii) 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 Rules are found on the School Website.
- Parents and students also sign the 'OPGS Expectations for Learning' agreement at the start of each academic year.
- As stated in '**Behaviour in Schools' (July 2022)** 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 pupils, 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.
- 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 publication '**Behaviour in Schools' (July 2022)**
- In cases of child on child abuse and sexual harassment follow guidance as set out by **Keeping Children Safe in Education (September 2022)** which underpins the school's Safeguarding Policy (2022)
- 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 the 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' (July 2022)** consider whether a pupil'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' (July 2022)** regarding support for students following a sanction. Support could include: targeted discussion with a pupil, contact with parents, further investigation into pupil 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 Headmaster 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 Headmaster will follow guidance in '**School Suspensions and Permanent Exclusions' (September 2022)** 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.

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 your safety or the safety of others speak to the safeguarding leads at school (Mrs Lewell and Ms Bevan)
- Adhere to the school rules as set out in the OPGS Behaviour Policy.

We expect our parents to:

- 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 lunch time.

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” (July 2017)** and also considers the updated DfE statutory guidance **“Keeping Children Safe in Education” (September 2022)**

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)
- 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

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology such as online bullying
- Bullying related to sex, race, disability, religion or belief or sexual orientation..
- Bullying related to Special Educational Needs or Disability (SEND)
- Gender based bullying, including transphobic bullying

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 confidentiality 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' July 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' (July 2022)**
- 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 disproportionately 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" (September 2022)**
- 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 brought to the schools' attention, which involves or affects 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 K code if student does not have correct kit/L code for late. • 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 pupil. • Do not allow students to leave lessons to go the toilet unless they have an identified medical need on their context sheet. • Do not allow students to swing on chairs, slouch or have water bottles on their desks.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 around the school.
- 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
- 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 Headmaster.
- 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 SIMs
- 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 (July 2022)**
- 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 Headmaster:

- Fixed term suspension and permanent exclusion in line with **School Suspensions and Permanent Exclusions (September 2022)**
- 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 (July 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' (July 2022) 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 pupil is under the lawful charge of the member of staff.
- It does not breach any other legislation and is reasonable in all circumstances.

Appendix E

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

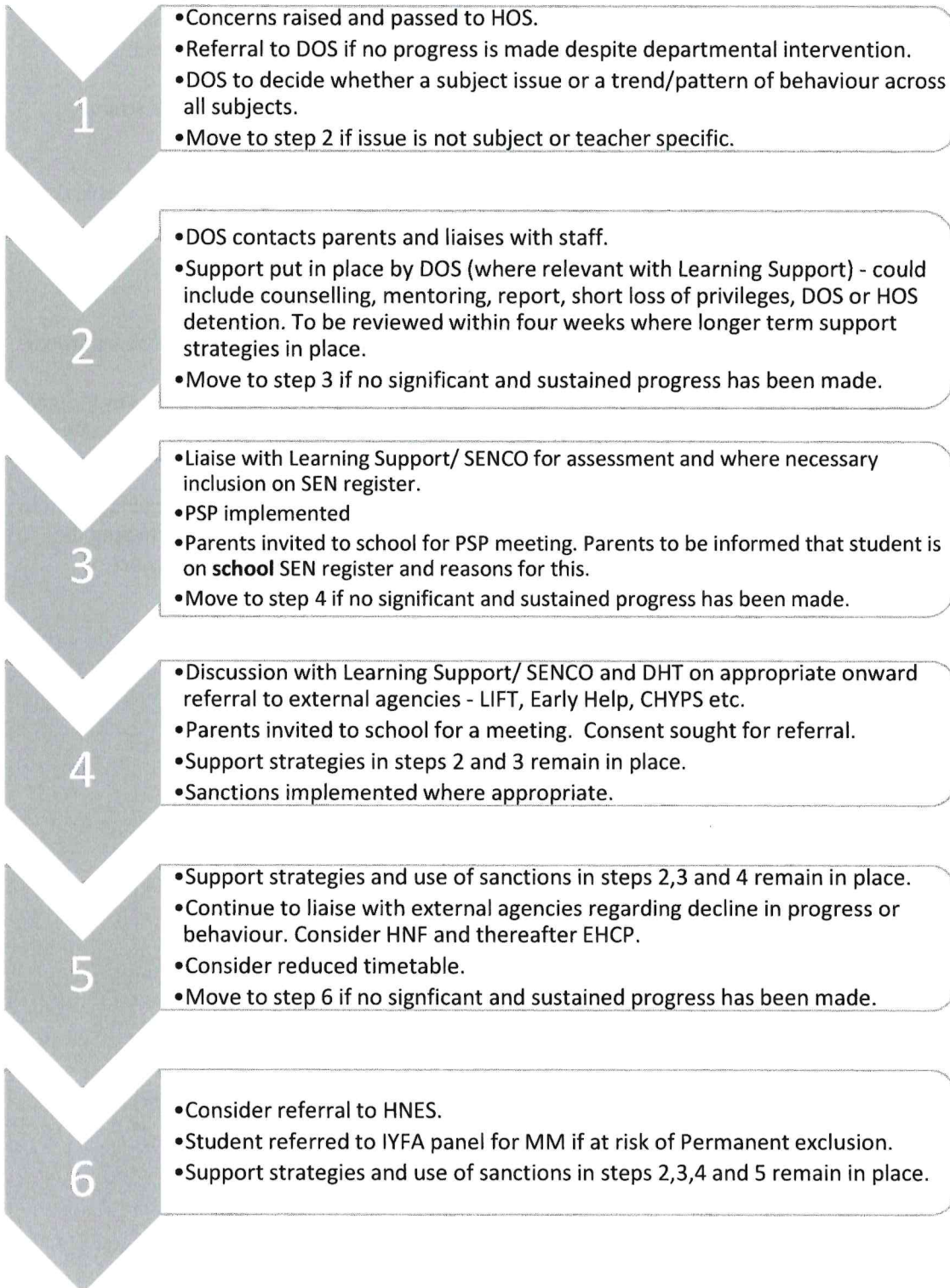
- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the school.
- The Governing body is expected to notify the head teacher that the following should 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 due to be updated in January 2017 but has not been updated as of September 2022**

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

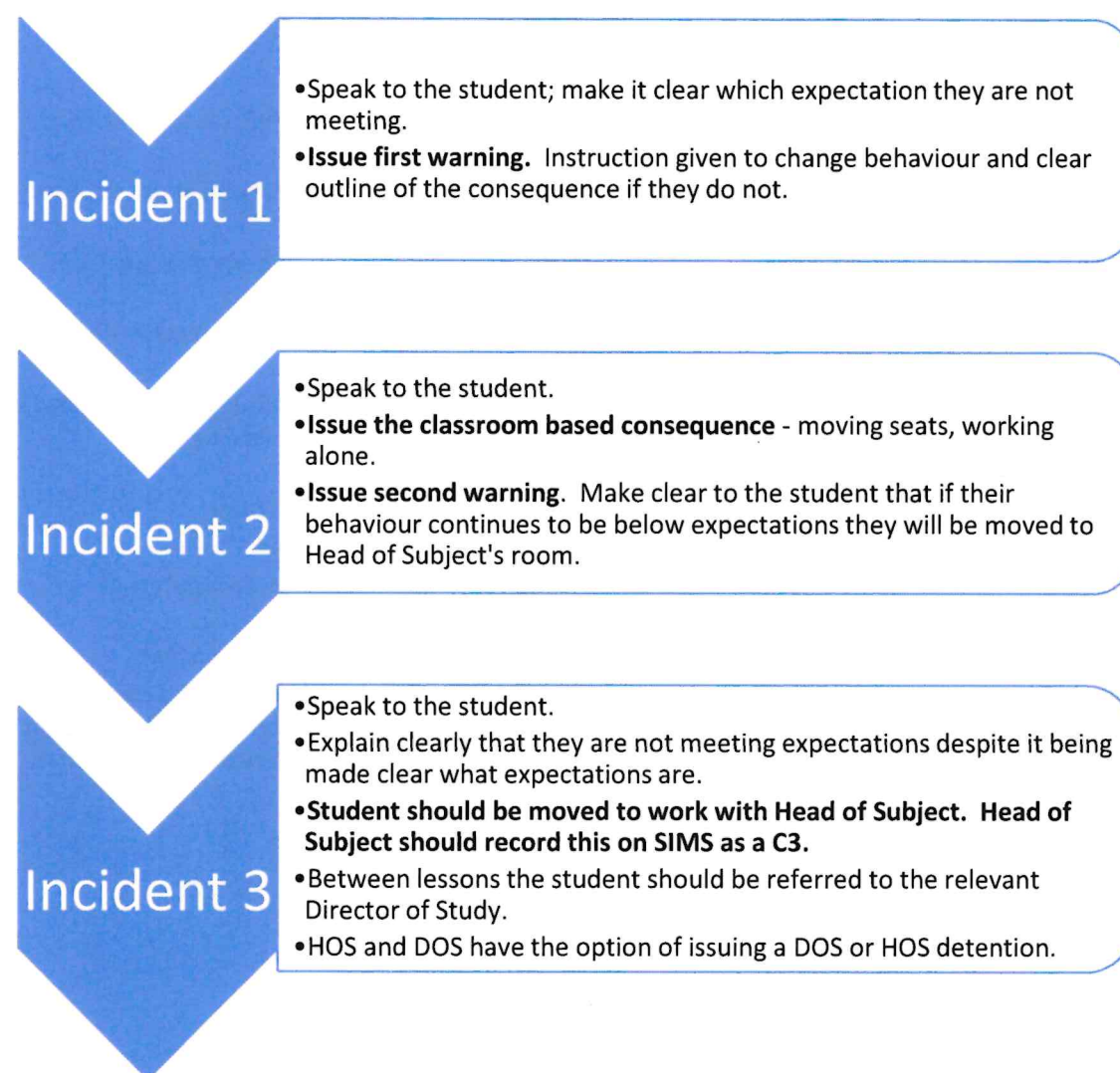
OPGS Behaviour for Learning

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.
4. All members of the school community should respect the school environment.

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.



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 Headmaster 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: (Mr K.Moody, 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 as 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)

