



**OAKWOOD
PARK
GRAMMAR
SCHOOL**

BEHAVIOUR AND ANTI- BULLYING POLICY

Signed

Date January 2020

Date of Review : July 2023

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. Therefore, students who do not abide by the schools code of conduct, 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.

This policy is underpinned by DfE guidance as set out in '**Behaviour and Discipline in Schools' (January 2016)**

In summary this guidance states that:

- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a 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. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.

The law states that in the case of academy schools:

- 1) The proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among students is drawn up and effectively implemented.
- 2) The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves.
- 3) The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented.
- 4) Information about the school's behaviour policy must be made available to parents on request.
- 5) While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.
- 6) After the Deregulation Act 2015, Schedule 16 paragraph 2 is commenced in January 2016 schools will no longer have a statutory obligation to have in place home school agreements. Home-school relations are important but schools can determine how best to foster these relationships. If schools choose they can have voluntary home school agreements.

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)
- Searching, screening and confiscation at school (January 2018)

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, E-cigarettes and Vaping equipment
 - Fireworks
 - Pornographic images
 - 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

- The School Rules are found on the School Website. Students are made aware of the school rules at the start of the academic year, by Form Tutors and reinforced, where necessary, throughout the year by Directors of Study, Assistant Head Teachers who oversee each Key Stage and the Headmaster. All staff reinforce school rules through their interaction with students on a day to day basis.
- Parents and students also sign the 'OPGS Expectations for Learning' agreement at the start of each academic year and a summary of 'OPGS Expectations for Learning' are clearly displayed in all classrooms.
- This is highlighted as good practice in the '**Behaviour and Discipline in Schools' (January 2016)** guidance, which states that:
'A clear school behaviour policy, consistently and fairly applied, underpins effective education. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.'

The School will:

- Create a purposeful, challenging learning environment by encouraging and rewarding positive learning behaviour.
- 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 and Discipline in Schools' (January 2016)
- 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.
- The school will use a Restorative Justice approach to situations and facilitate opportunities for students to explore the issues and understand the consequences for their actions.
- Cover key issues such as bullying in the schools PHSCS 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 Council regarding initiatives associated with rewards and sanctions.
- In line with the school's 'Single Equalities Policy' and guidance which underpins this, ensure that all students are treated equally when dealing with issues of rewards and sanctions.
- 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 or permanent exclusion following their investigation.
- Request that parents attend a meeting at the school to discuss serious breaches of the school rules.
- 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.

Students will abide by the regulations as set out in the school rules. In particular students will:

- Treat all members of the school community with kindness, tolerance and respect.
- Respect other students' right to learn and teachers' right to teach.
- 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.
- Discuss any problems or issues with their Form Tutor or Director of Study.
- Act appropriately when off site whilst in school uniform or when involved in a study visit/excursion.
- Sign the school's 'Expectations for Learning' agreement and abide by the school's code of conduct.

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 SEN-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 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
- 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 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.
- Sixth Form Prefects assist daily 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 DfE statutory guidance "Keeping Children Safe in Education" 2019 and 'Sexual violence and sexual harassment between children in schools and colleges' May 2018 guidance.

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

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

This policy also links to the following legislation which set 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 peer on peer abuse. It can be emotionally 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, known as online or cyberbullying
- Bullying related to ethnicity, race, nationality, religion, faith or culture.
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation
- 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’ January 2018.
- 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.
- 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 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 'Code of Conduct' and School Rules.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer 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 (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- 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 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 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 B

School Code of Conduct

As an Oakwood Park Grammar School student we expect you to:-

1. Wear the correct uniform at all times
2. Be punctual, to both school and lessons
3. Keep to the left and move quietly between lessons
4. Stand behind your chair at the start of each lesson, with all the equipment for that lesson ready, and wait quietly until you are told to sit down
5. Ensure you have all the equipment you *might* need for each lesson
6. Have respect for everyone at all times
7. Get involved in your lessons and make a positive contribution
8. Only talk at the appropriate times and listen to others
9. Be an active participant in your own learning by completing all classwork and homework fully and on time.
10. Act in a civil and responsible way towards other members of the school – staff and students – and anyone you may come into contact with as part of your study; you are part of a school community
11. Students should respect the school environment; litter should be picked up and there should be no acts of vandalism or graffiti.
12. Strive to be the best you can be.

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.
- Recognition in Assemblies.
- Awarding of House Points
- Sports colours, music award ties, academic award ties and Middle School Prefect ties.
- 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 admonishment.
- Request to redo work of an unsatisfactory standard.
- Time out from lesson for a short period.
- 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)
- 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 exclusion for a fixed period (withdrawal from lessons and loss of break and lunch time)
- 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.
- Saturday morning Detentions might also be used instead of fixed term exclusions and will also be recorded on student files.
- Restorative Justice meetings with students
- Internal isolation
- Implementation of the school support and referral process (Appendix G)

Sanctions available to the Headmaster:

- Fixed term and permanent exclusion. 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.

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 Discipline policy.

Appendix E

Summary of relevant points arising from 'Behaviour and Discipline in Schools' (January 2016):

- Schools and their staff have a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of students have the power to discipline.
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.
- Exclusion of students, whether on a fixed period or permanent basis, is not covered by the general power to discipline. This is because it is already covered by separate legislation, which reserves the power to apply this particular sanction solely to the Headteacher.
- Schools have a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.
- Schools should strike the right balance between rewards and sanctions
- Schools should monitor distribution of rewards and sanctions by age, ethnicity, gender, special educational needs (SEN) and disability. This policy does take notice of the requirements under the Disability Discrimination Act in respect of individual student needs, where appropriate.
- School staff have a statutory power to put students aged under 18 in detention after school sessions and on some weekend and non-teaching days.
- Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- Parents' permission is not needed to keep students behind after school nor is the school required to give notice.
- Inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.
- Schools have the power to search without consent for "prohibited items".
- Schools can include confiscation of students' property as a disciplinary sanction in their behaviour policy. It is at the schools discretion if confiscated items are returned to parents or disposed of by the school.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education Act 2011 includes a specific statutory defense for school staff who have reasonably confiscated students' property.
- Searching and screening students is conducted in line with the DfE's guidance on 'Searching, screening and confiscation at school' (January 2018)
- Staff are permitted to use reasonable force or restrain students when they pose a threat to the school community or to themselves in line with DfE's guidance on 'Use of reasonable force in schools' (July 2013)
- Schools have the power to discipline students for misbehaving outside of the school premises "to such extent as is reasonable" this might include behaviour that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of public or adversely affect the reputation of the school.
- Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.
- Reasonable force may also be used, depending on the circumstances, when conducting a search without consent for knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could have been used to commit an offence of cause harm.
- Schools can adopt a policy which allows disruptive students to be placed in an area away from other students for a limited period, in what are often referred to as seclusion or isolation rooms.

Appendix F

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

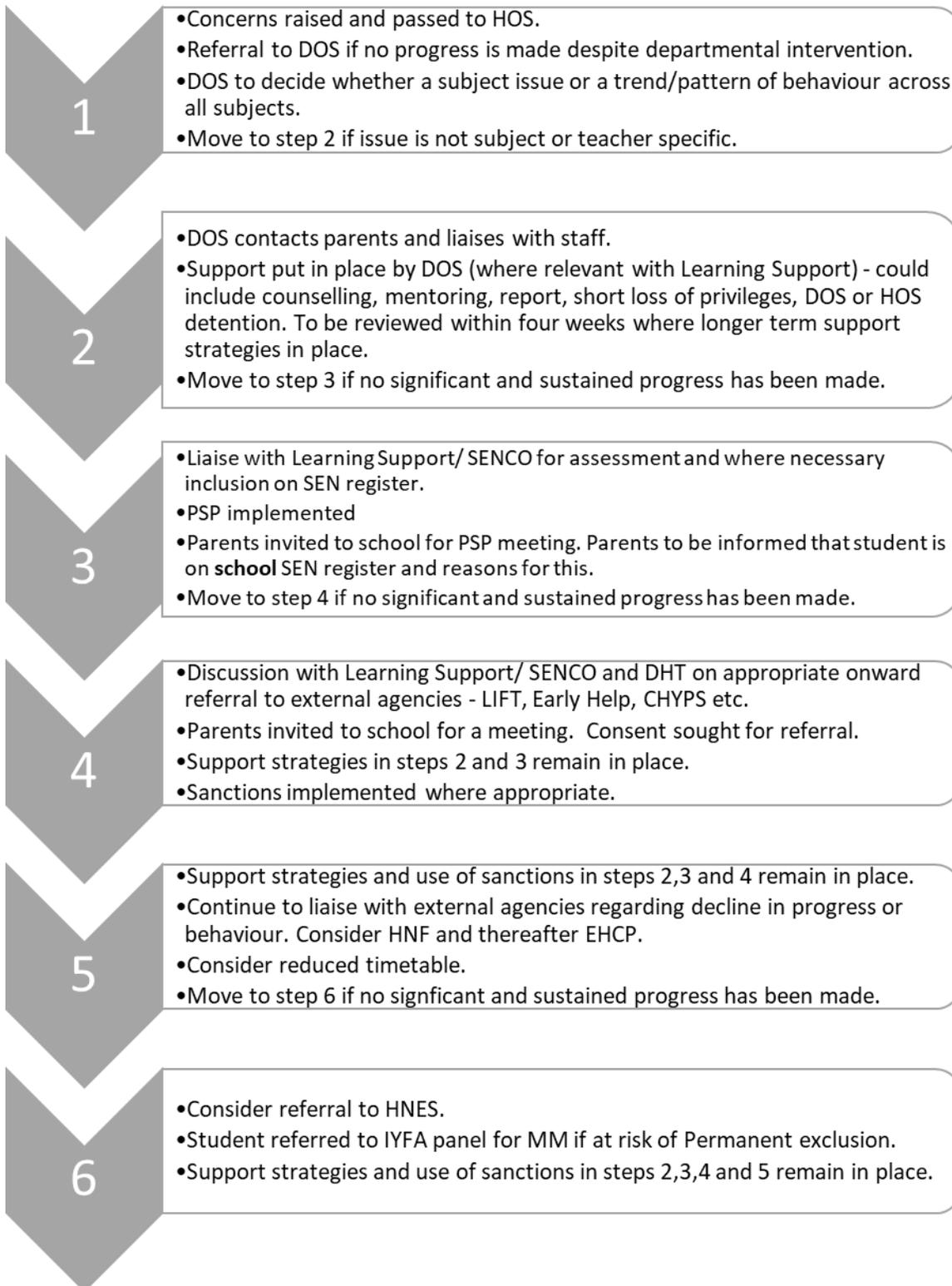
- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the school.
- The Governing body is expected to notify the head teacher that the following should 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 December 2019**

Appendix G

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 H

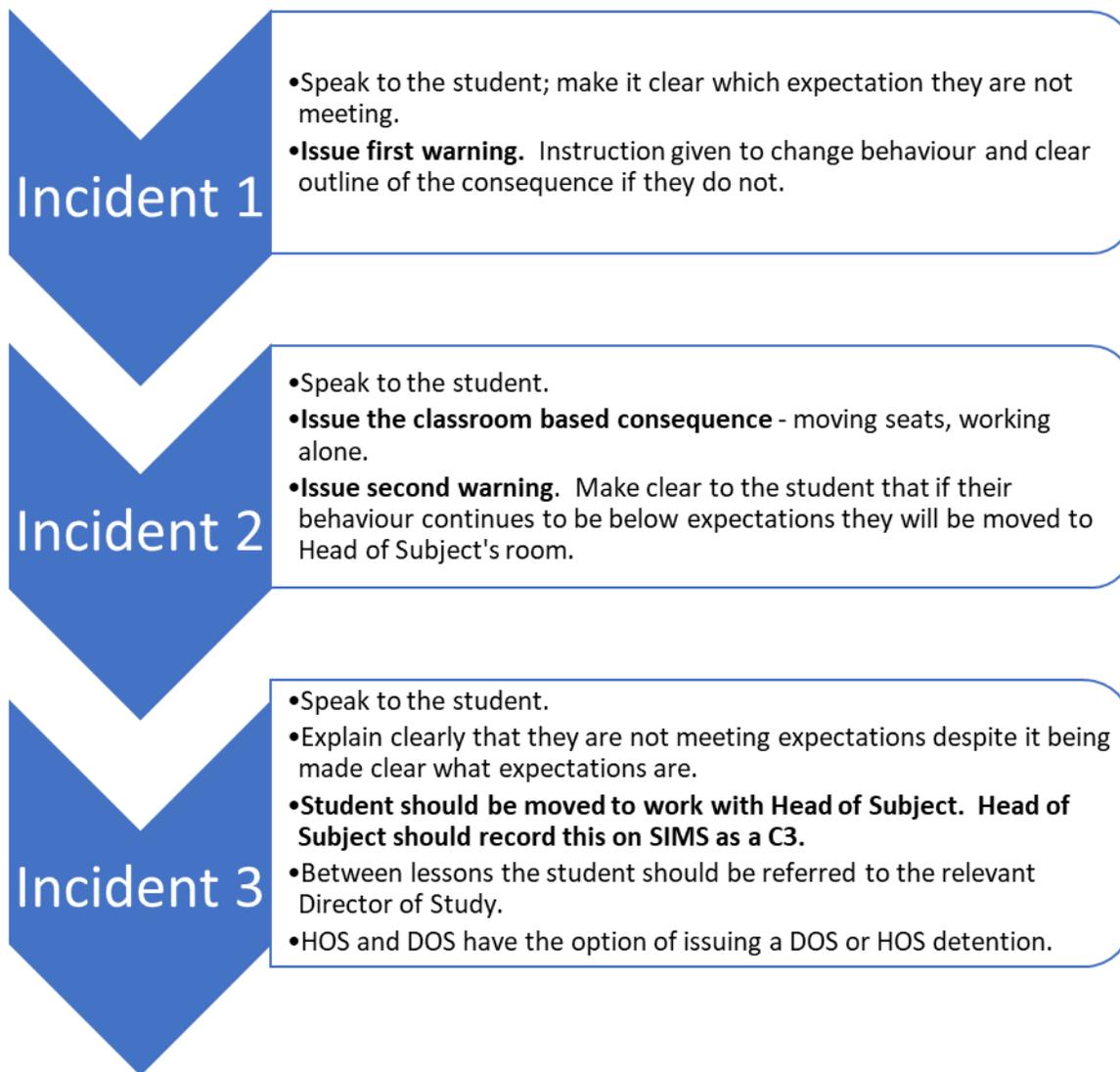
OPGS Behaviour for Learning

This plan is underpinned by the following OPGS principles:

1. All members of the school community should be treated with kindness, tolerance and respect.
2. All members of the school community should respect the school environment.
3. All members of the school community should strive for excellence and excellence will be celebrated.
4. All students are expected to respect other students' right to learn and teachers' right to teach.
5. All students are expected to be punctual, both in terms of their arrival to school and lessons.
6. All students are expected to show pride in their school through the wearing of correct uniform and by the way in which they represent the school community.

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 I

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)