



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

BEHAVIOUR POLICY

APPROVED BY LOCAL GOVERNING BODY	September 2022
SCRUTINISED BY TEACHING & LEARNING COMMITTEE	September 2022
DATE LAST REVIEWED	September 2022
MEMBER OF STAFF RESPONSIBLE	Deputy Head
STATUTORY / NON-STATUTORY	Statutory



Community

Unity

Opportunity

Version date	Section / Page	Amendment
September 2022	A4.0 / Pg 10	Change to after school detention details Addition of Point 4 – Referral to Behaviour Team
	A4.3	Addition of word 'prejudicial'
	Annex E / Pg 22	Updated Behaviour for Learning poster
December 2021	Throughout	Classcharts references added
	3.6 / Pg 4	New section
	A4.2 / Pg 11	Defiance added as a serious breach of our Behaviour Policy
	Annex C Home School Agreement Pg 16	Log into and monitor Classcharts Get actively involved in opportunities to bring about positive change in school like being part of Affinity Groups, or become an Anti-Bullying Ambassador
September 2021	3.2 / Pg 9	Change made to a 4 step procedure and Classcharts added
	B2.5 / Pg 13	Added (See Annex F) to point 6
	B5.1.1 / Pg 15	Changed PEX criteria from 10 Days FPE across school career to failed to make a sustained improvement despite support.
	D1.3 / Pg 19	Changed EPraise to Classcharts
	Annex E / Pg 22	Behaviour poster removed and replaced with 2021 version
	Pg 23	Added Annex F
March 2020	A1.1 / Pg 8	Insertion of sentence which clarifies that the policy applies to all Oaklands students including those educated elsewhere but on roll with the school
Changes in light of the IRP March 2020		
	A4.1 / Pg 10	Insertion of guest rolling, where a student is on roll at school A but attends school B This is different to a Managed Move where a student is dual rolled with 2 schools
	A4.3 / Pg 10	Insertion of peer on peer abuse
	A5.1 / Pg 11	Insertion of new point related to criminal charges
	A6.1 / Pg 12	Insertion of sentence relating to serious sexual assault
	B3.1 / Pg 15	Removal of sentence linking poor behaviour and Excel provision
	B3.6 / Pg 15	Insertion of new point related to termination of MM leading to P/Ex
	B3.7 / Pg 15	Insertion of new point related to guest roll

When they had finished eating, Jesus said to Simon Peter, “Simon son of John, do you love me more than these?”

“Yes, Lord,” he said, “you know that I love you.”

Jesus said, “Feed my lambs.”

(John 21:15)

1.0 Introduction

- 1.1 “It should be clearly understood that the school’s ethos is realised today in the daily life of the school. It is the responsibility therefore, of every member of the school’s community to contribute to the creation of the desired ethos; this should be reflected in all areas of school life.”(Evaluating the Distinctive Nature of a Church School)
- 1.2 All that happens in a Catholic school, the pastoral care, the curriculum, the aims and objectives, the relationships and discipline, has the potential to speak of God’s loving care for each individual involved in the school’s life.
- 1.3 This policy stems from the school mission statement and is the basis of the school code of conduct (Annex D), classroom procedures, rewards, sanctions and pastoral procedures.
- 1.4 At Oaklands we aim to support, **reward and challenge** our students to develop the highest standards of behaviour so that all students can make excellent progress, **feel safe and happy**, and develop self-confidence and resilience.
- 1.5 The Governors recognise that Catholic schools help those entrusted to their care to understand the meaning of life and to recognise and fulfil their potential in the service of Christ. To support this the maintenance of high standards of behaviour is essential; this is the responsibility of **all in our community; staff, students, parents/carers and Governors.**
- 1.6 The maintenance of a vigorous, loving and child-centred behaviour policy is an important part of Oaklands Catholic ethos and the inculcation of a moral code of right and wrong that will last the student into their adult life. Parents/carers wishing to have their children admitted to the school, or to keep them in the school should be in no doubt whatsoever that the Governors will support the staff and Head most strongly in the implementation of this policy.
- 1.7 The prime rule which underlines all others is that Oaklands’ students are expected to act at all times in a sensitive, responsible manner, showing kindness, consideration, honesty and respect for others, for their dignity, and also their property. In this way the school can foster its Christian atmosphere and also develop further the Christian aims of the school.
- 1.8 The school's behaviour policy aims to build and develop self-regulating student behaviour to a high standard in readiness for the greater independence granted in the adult work place or post16 learning environment. If we can equip students with the personal skills to behave and work well of their own volition here, they stand more chance of enjoying and achieving in their lives
- 1.9 There are excellent safeguards and parental consultations in the policy for those occasions where genuine grievance exists – however they are not to delay the timely implementation of this policy.
- 1.10 The Headteacher will publicise the school behaviour policy, in writing, to staff, parents/carers and pupils at least once a year.

2.0 The Role of Parents/Carers

- 2.1 At Oaklands we consider that it is important to form good links between home and school and to work in partnership with parents/carers. Parents/Carers will be kept fully informed about appropriate and inappropriate behaviour and encouraged to support the school and their children.
- 2.2 We recognise that parents/carers as primary educators have a direct and powerful effect on children's behaviour. It is the school's role to support parental responsibilities. We endeavour to keep them informed and gain their support for rewards for positive behaviour and any sanctions required for inappropriate behaviour.
- 2.3 Parents/Carers will receive information about the school's expectations both for themselves and their children regarding curriculum support and behaviour. The Home School Agreement (Annex C) is the first part of this process. Thereafter, contact is made by teachers face to face, by sending emails, making telephone calls, by putting entries into the child's School Planner or other procedures that are appropriate. Parents/Carers are expected to alert us to any difficulties the child may be experiencing which may be affecting work or behaviour.
- 2.4 Parents/Carers are expected to support the school and agree to appropriate rewards and sanctions being imposed in relation to their son/daughter in accordance with this policy and supporting Annexes. Failure to support the school may lead to the suspension of the child concerned and the matter referred to the Governors' Discipline Committee with a view to a removal of the child from the school if parents/carers continue to refuse to uphold and enforce this policy.
- 2.5 Parents/Carers have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order. The school expects parents to share its high expectations for our students with regard to positive behaviour and self-discipline.
- 2.6 Engage with Classcharts.

3.0 The Role of Students

- 3.1 Students are responsible for their own behaviour and the choices that they make.
- 3.2 Students have a responsibility to abide by the Code of Conduct (Annex E) and behave in a way that helps them learn and respects the rights of other students to learn: to this end, there is a collective responsibility for all students engaged in the learning process.
- 3.3 Part of the key function of a Catholic school is to allow students to grow spiritually, academically, socially and emotionally. The student has to demonstrate responsibility to allow others to do the same.
- 3.4 Students are required to learn in a classroom where firm but fair discipline is evident; they are required to support the positive ethos and accept responsibility for their behaviour.
- 3.5 Students are required to use their 'free time' at break and lunchtime appropriately and to maintain good conduct around the school site and whilst travelling to and from school.

- 3.6 Students are given opportunities to get involved and take on responsibility to bring about change in school by participating in groups like 'The Affinity Group'. Through this we hope that the student will take ownership of their own behaviour and work together to ensure that all students are living up to the high expectations we have of them.
- 3.7 Engage with Classcharts.

4.0 The Role of Staff

- 4.1 All staff have a role to play in managing the behaviour of students. Staff operate positive 'behaviour for learning' systems in the classroom. Staff should *'work together'* to develop a clear *and shared* understanding of what is acceptable both inside and outside the classroom, and these norms should be fairly and consistently reinforced each day. Staff are encouraged to use the strategies for rewards and sanctions exemplified in Annex D and record on Classcharts.
- 4.2 Staff are responsible for ensuring that a safe environment exists at all times of the day, including break times, between lessons, lunchtimes, within extra-curricular activities and clubs and on school trips and visits.
- 4.3 The pastoral care system is the responsibility of all staff. It is set up within the school to provide effective support for learning and good behaviour. It will then create a sound climate in which students feel confident and secure and are aware of their obligations.
- 4.4 All staff are expected to have a clear understanding of how they can, through their respective roles, embed our community values, culture and ethos as a Catholic School using 'The Oaklands Way'.
- 4.5 Within the classroom all teachers have the right to teach, while students have a right to learn. The pastoral system supports this and seeks to improve standards at every opportunity, so that every student can achieve his/her full potential.
- 4.6 All teachers are managers of their own classrooms and should take the necessary steps to carry out effective teaching and learning. This will involve implementing the rewards and sanctions to secure a safe learning environment. This is essential in maximising potential and raising attainment throughout the school. Teachers have to employ the use of high level strategies to manage most low level classroom issues. Teachers also have to act in a manner which models for the students the standards of behaviour which we expect of them.
- 4.7 Staff have the right and responsibility to ask for assistance from parents/carers and other colleagues when support is needed in handling the behaviour of children.
- 4.8 Staff have a responsibility to follow up incidents of poor behaviour using the appropriate internal procedures and systems.
- 4.9 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who breach the spirit of the school code of conduct or who fail to follow reasonable instruction.

5.0 The Role of Governors

- 5.1 The Governors are responsible for the school behavioural policy. The Governors will fully support staff and lead in the implementation of this policy.

- 5.2 In certain circumstances, the Governors' Discipline Committee may meet to review an issue. In addition, in the case of a permanent exclusion, the Governors take seriously their role as described in the current DfE documentation on behaviour and exclusion.
- 5.3 The Governors take an active role in reviewing behaviour and monitoring suspensions.
- 5.4 The Governors understand that parents/carers have made a choice in selecting Oaklands. Therefore, if parents/carers disagree with the behaviour policy of the school the Governors will support the Headteacher in suggesting that parents/carers look for alternative provision that meets their expectations.

6.0 Management of Behaviour.

- 6.1 We recognise that unacceptable behaviour ranges from breaches in the school code of conduct through to students' passive response in the learning environment.
- 6.2 In the majority of cases good behaviour in the classroom stems from good teaching and learning, although there is a degree of acceptance that for some students there are physical, social, emotional and intellectual reasons why students demonstrate inappropriate behaviour.
- 6.3 For students that demonstrate a persistent behavioural problem the school has a number of procedures and systems at its disposal that can support the student to make positive choices. On occasions it may be necessary to take action (Annex A) in response to a student's behaviour to safeguard the interests of the whole school community. The school may involve other agencies to support students in the management of their behaviour. Parents are expected to support the schools professional judgement when it does seek to engage external agencies.
- 6.4 The student code of conduct is there for all students including those with Special Educational Needs. All students need to be accountable for their actions, however the concept of punishment alone has not been found to be effective in altering patterns of behaviour in children. We aim to manage challenging behaviour through a range of appropriate strategies and procedures that are known and understood by all staff. Similarly, the consequences of good behaviour need to be recognised and positively reinforced. (Annex C)
- 6.5 The school recognises that some students have a disability and this may affect their progress and how they behave in school. Allowances can be made for behaviour that is due to a student's disability. For these students, the school will strive to make reasonable adjustments within a mainstream setting. When managing the behaviour of students who are deemed to be disabled, the school will follow the DfE guidance on improving behaviour and attendance. The school acts in accordance with the legal duties stated in the Equalities Act 2010. However, no student at Oaklands is exempt from the Behaviour Policy and students will be sanctioned, as required, in order to maintain good order and to help them learn how to regulate their own behaviour.
- 6.6 The school recognises that the following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy. However, although reasonable adjustments can be made, no student can operate outside the bounds of this policy
- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
 - Students who need support to learn English as an additional language (EAL)
 - Students with special educational needs
 - Children looked after by the local authority
 - Sick children

- Young carers
- Children from families under stress
- Pregnant schoolgirls and teenage mothers
- Any other students at risk of disaffection and suspension

- 6.7 Strategies and procedures need to be implemented fairly and consistently. It is recognised that each situation needs to be dealt with on an individual basis; there is not a 'one size fits all' solution. Further, some logical strategies fail while more unorthodox ones work. So, it is important to appreciate the unpredictable nature of a child's reaction when deciding which strategy to employ. However, the school will not normally enter into negotiation with parents/carers as to the nature and type of sanction imposed.
- 6.8 It is not normal for action taken against a student as a disciplinary matter to be shared with the aggrieved party. There has to be a relationship of trust between the school and the parents/carers that the implementation of the policy will be fair and consistent and any disciplinary action is not taken lightly.
- 6.9 Within the classroom the management of behaviour at a low level requires high level strategies to ensure that an orderly working environment is maintained. To this end the school will seek to support colleagues in developing strategies to support all staff. Low level disruption includes continuous chatter, failure to bring correct equipment to lessons, not having books, not having done homework, being late to lessons and being slow to settle to work.
- 6.10 Students are expected to show respect for their school environment, learning facilities and equipment and adhere to the school uniform policy.

7.0 Rewards and Sanctions

- 7.1 Behaviour is outstanding 'when pupils consistently display a thirst for knowledge and a love of learning.'
- 7.2 Staff should use a range of rewards as positive recognition of good behaviour to encourage children to develop and sustain appropriate behaviour. The number of rewards given should far outweigh any punishments
- 7.3 Opportunities should be found to build students' self-esteem through consistent recognition and valuing of their achievements
- 7.4 The promotion of a positive culture is vital where students see the value of intrinsic rewards. Rewards and sanctions are regarded as reactive behaviour management tools. Behaviour for learning strategies (self-discipline), which the school constantly seeks to embed in each student, is a proactive behaviour management strategy.
- 7.5 When sanctions are invoked, students must understand the reason why what they have done is unacceptable, how they can put it right and how they would behave next time. Staff should endeavour not to damage relationships or the student's self-esteem, but to look for reconciliation.
- 7.6 To be lawful, the sanction must satisfy three conditions: the decision to sanction must be made by a paid member of the school staff or a member of staff authorised by the Headteacher; the decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; it must not breach other legislation and it must be reasonable (ie: proportionate in the circumstances taking account of age, SEN, disability, equalities and human rights) in all the circumstances.

- 7.7 Should an investigation be required into an incident the level of proof required is that of civil justice e.g on the balance of probabilities.
- 7.8 Teachers and students should develop a clear understanding of what is acceptable both inside and outside the classroom and these norms should be fairly and consistently reinforced each day.
- 7.9 Teachers have specific legal powers to impose detention out of school hours. Under the 2011 Education Act, the school does not have to give parents notice of or ask consent for after-school detentions or tell them why a detention has been given.
- 7.10 Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. (e.g. when misbehaviour could adversely affect the reputation of the school) At Oaklands, non- criminal bad behaviour and bullying (e.g. cyberbullying) will be dealt with using the appropriate sanction as outlined in the 'Rewards and Sanctions' procedures and parents/carers informed.

Annex A - Management of Student Behaviour

- A1.0 The management of the behaviour of students in school is the sole responsibility of the Head whose duty it is to determine measures with a view to promoting self-discipline and proper regard for authority, ensuring an acceptable standard of behaviour and encouraging good behaviour, or otherwise regulating the conduct of all students. In carrying out his responsibilities, the Head will act at all times in accordance with the Governors' Behaviour Policy and in the interests of each individual and also the wider community of the school.
- A1.1 Oaklands Behaviour Policy applies to students who have their education directed elsewhere (for whatever reason) as we remain their home school.

A2.0 Disciplinary Sanctions

- A2.1 It is necessary for certain sanctions to be available to the school in order that we maintain the high all round standards which the school promotes. In general, experience has shown that the vast majority of Oaklands' students do adhere to the rules and respect the aims of the school but, where necessary, specific sanctions sometimes have to be applied.
- A2.2 Where necessary, the school will use appropriate disciplinary sanctions that are reasonable and proportionate. The purpose will be to impress on the student that what s/he has done is wrong; or to deter him or her from repeating that behaviour; or to show other students that such behaviour is unacceptable and to deter them from doing it.
- A2.3 The school seeks to avoid whole class or group punishments when individuals are to blame. However, it may be necessary to detain groups of students during any investigation.
- A2.4 The Education and Inspections Act (2006) gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions. This power extends to students' behaviour outside of school, for example on a school trip at home or abroad where poor behaviour may result in the student being sent home at his or her parents'/carers' expense. Where reasonable, poor behaviour by students on the way to or from school will be dealt with by the school. The Act also allows for sanctions to be applied without parental permission
- A2.5 The Violent Crime Reduction Act (2006) gives staff to right to search students for offensive weapons. DfE guidance states that Headteachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. It is now obligatory for staff to give police any evidence discovered during a search.
- A2.6 All staff have the power to use reasonable force (ie: 'using no more force than is needed') to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (see Restrictive Physical Intervention Policy)
- A2.7 Corporal punishment is illegal in all circumstances

A3.0 Minor Misbehaviour

A3.1 Most minor misdemeanours can be dealt with through the following:

- Reinforcing 'The Oaklands Way'
- Establishing and maintaining eye contact
- Positive use of appropriate body language and calming gestures
- Verbally repeating expectations in a calm and authoritative manner
- Ignoring attention seeking behaviour
- Moving alongside a student and redirecting them to the task
- Appropriate warnings issued with clear consequences outlined for failure to comply
- Appropriate verbal rebuke or non-verbal signal
- Moving seat in the classroom, preferably to the back of the room
- Quiet word, outside of the class if necessary
- Use of the Restorative Justice process
- Asking a student to remain behind briefly at the end of a lesson to have a word or make a note in the student planner
- Minor playground incidents can be dealt with through a litter pick or isolation from peer group for short period of time.

A3.2 At Oaklands, there is a 4 step process in place to address persistent disruptive behaviour in the classroom / learning environment. Students are given one verbal warning regarding their behaviour. If the poor behaviour continues, they are given an opportunity to engage in a Restorative Justice (RJ) conversation. If the behaviour continues following this, a Department detention of 20 minutes will be set and logged on Classcharts. If this is successful, they can remain in the classroom. If it is not, the SLT on-call procedure is used and the student removed from the classroom and a further behaviour point is logged on Classcharts and an hour Head of Department after school detention is set.

A3.3 Minor misdemeanours may be followed up with a referral if necessary which will allow a Head of Year to establish if it was a 'one off' occurrence or an issue that requires a level of intervention, such as:

- Letter or email home
- Phone call to parents/carers
- Detention – lunchtime or after school **as determined by the teachers**
- Subject detention with Head of Department
- Withdrawal of privilege
- 'Parking' in another lesson

A4.0 More serious misbehaviour

- A4.1 More serious misbehaviour will be followed up with any of the actions below, as appropriate
1. Parents/carers invited into school
 2. Withhold participation in non-curricular events
 3. After school detention up to 1 hour, additionally the student will hand their phone in to the Inclusions room during registration and collect at the end of the detention.
 4. Referral to Behaviour Team – may lead to bespoke behaviour plan.
 5. On card report system
 6. SLT on report
 7. Short term withdrawal programme
 8. Inclusions room
 9. Saturday Detention or in school during INSET day
 10. Deferred school day (10:00 – 6:00pm or other reasonable deferment)
 11. Pre-Suspension Placement at another school from 12.00-5.00pm for no more than 2 days
 12. Placement in another school for up to 5 days.
 13. Referral to Education Inclusions Service / Pupil Referral Unit
 14. Managed Move to another school
 15. Guesting on another school's roll
 16. Governors' Disciplinary Committee Hearing
- A4.2 Where a student's behaviour has been unacceptable or disruptive or defiant inside the classroom and has had to be removed from class or the behaviour of a student has been unacceptable or disruptive or defiant around the school outside of the classroom, then that student may be directed to spend the rest of the day in the Inclusion Room under close supervision by a member of staff. Break and lunchtime will be at a different time to the rest of the school. Once a student has been placed in the Inclusions Room, reintegration into lessons will normally only be after one full day's attendance in the Inclusions Room. Removal from class therefore could be across two school days. Students placed in the Inclusions Room will normally be detained until **4.30pm** on the same day, once their parents/carers have been informed. On occasions students may be placed in the Inclusions Room whilst an investigation is undertaken: this may be for a number of lessons depending on the severity of the investigation. All behaviour issues that fall into this category are logged on the school system.
- A4.3 Other kinds of misbehaviour which could lead to fixed term suspension. For example:
- Persistent disruption of classes
 - Disruption of any internal or public assessment
 - Persistent refusal to wear the correct uniform
 - Persistent truancy
 - Rudeness to or intimidation of staff or fellow pupils
 - Bullying, including cyber bullying and any type of discriminatory or prejudicial behaviour
 - Peer on peer abuse
 - Using any electronic device on or off site in a manner which then puts the safe operation of the school at risk or is an invasion of the privacy of any member of staff or student and could put them individually at risk.
 - Violence
 - Assault with or without prior provocation
 - Bringing alcohol, cigarettes, matches, any smoking or smoking related paraphernalia, e cigarettes and shisha pipes /pens, vaping devices, lighters or fireworks onto school premises or other banned items. Since July 2007, smoking on any part of the school site has been against the law.

A4.4 Students who are witnesses to, are aware of, who coerce others or are party to information regarding an incident of poor behaviour or bullying and do NOT inform a member of staff will be deemed to be condoning this behaviour and will also be given an appropriate sanction. This equally applies to students who deliberately withhold information during an internal investigation.

A4.5 Formal Final Written Warnings.

The governors have a responsibility to monitor the behaviour of students and equally examine and, if necessary, challenge the school on the support students are given where the behaviour falls below the standard Governors set. Governors expect the school to request a meeting of the Governors Discipline Committee where a students' behaviour is causing concern. Whilst this is not an exhaustive list, the request to hold a meeting could be a result of persistent disruptive behaviour, a number of fixed term suspensions or a serious one off event. The parents/carers should be invited to attend with the child. As a result of the meeting there are a number of possible outcomes.

1. Nothing else to be done as despite the behavioural history, there is evidence that progress is now being made.
2. Reconvene the meeting to review the action of the school and the progress made in a few months' time.
3. Recommendation for the school to Issue a formal warning, which is placed on a students' record.

In coming to a conclusion the Governors will consider the age of the student, if they have a special need, the intervention and support which has been put in place and the progress made to date. A formal warning may be a full and final warning. After a full and final warning, if a student was involved in inappropriate behaviour that necessitated a fixed term suspension then this could lead to a number of alternative outcomes including permanent exclusion. Any advice given to the school by the governing body would be in the context of the school's setting. Governors will not make a suggestion to the school where it would compromise the efficient education of other students; this would be seen to be unreasonable. When notifying parents of a governors' disciplinary meeting they will also inform them of the seriousness of this process and the potential consequences.

A5.0 Most Serious Behaviours

A5.1 Certain kinds of misbehaviour are so serious that they carry a risk of a fixed period or permanent exclusion for a first offence. These are usually matters which threaten the security and well-being of all or part of the whole school community. The following would be examples:

1. Serious actual or threatened violence against another student or member of staff, or against the school as a whole. This includes students who make malicious allegations against staff.
2. Sexually harmful or problematic behaviours and abuse of a student or member of staff.
3. Racial, discriminatory abuse or assault of a student or member of staff
4. Involvement with illegal substances, which includes:
 - bringing a substance onto the premises;
 - supplying or offering or arranging to supply a substance for another student;
 - one student asking another to procure a substance for the former's use
5. Carrying a weapon, potential weapon or imitation weapon.
6. Serious damage to school property or theft
7. If an action is so serious that it involves the Police, the school will co-operate fully with their investigations.
8. If a student is charged with a criminal offence, where on the balance of probability the incident occurred, whether or not this resulted in a conviction or a warning.

- A5.2 In the case of any incident which warrants it, the school will notify parents / carers and any other agency that it deems to be appropriate, including the Police, Childrens Services, School Nurse, Educational Psychologist etc.
- A5.3 Plans will be put in place by the school to support the targeted student, their parents/ carers as well as taking appropriate action against the perpetrator.
- A5.4 Students at Oaklands are commended when they come forward with information regarding any incident. Where possible, the names of those providing the information will not be disclosed. However, if the matter is serious and / or other authorities are involved (e.g. the Police) then the information provided by students (written statements and verbal intelligence) may be shared.

A6.0 Managing Serious Behavioural Problems

- A6.1 Where appropriate the school will seek to employ strategies short of permanent exclusion, which it regards as the last resort. Yet, some kinds of behaviour are so serious (especially when the risk to the whole school community is considered) that permanent exclusion will be appropriate for a first offence. For example, serious sexual misconduct will result in a permanent exclusion.
- A6.2 In all cases of alleged misbehaviour we will investigate thoroughly before any final decision is taken and any decision to suspend is subject to review by the Governors. The school follows the relevant DfE guidance on the process related to suspension and always seeks advice and guidance from the Local Authority Education Inclusion Service

A7.0 Responsibilities for Fixed Term Suspension

A7.1 School's Responsibilities:

- During the first 5 days of any suspension, the school will set work for the student.
- From day 6, a suspended student must receive full-time education provided by the school, if the suspension is fixed term, or by the local authority if the exclusion is permanent

A7.2 Parents'/Carers' responsibilities:

- During the first 5 days of an suspension, parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement.
- From day 6, parents/carers must ensure that the student attends full-time education by a designated provider.
- Parents/carers are expected to attend a reintegration interview following any fixed period of suspension of more than five days from secondary school. At Oaklands, we expect parents/carers to attend a reintegration meeting after *any* period of fixed term suspension.

A7.3 Parents'/Carers' right of appeal:

- Parents/carers have a right of appeal against a fixed term suspension or permanent exclusion, the details of the appeal process can be found in the DfE guidance on exclusions.

Annex B - Fixed Term Suspension and Permanent Exclusion

B1.0 Purpose

- B1.1 The purpose of this appendix is to set out the process for fixed term suspensions and permanent exclusions for the benefit of parents, staff and students so as to ensure a consistent and fair process for all concerned.

B2.0 Rationale

- B2.1 Oaklands Catholic School promotes positive behaviour through the example set by staff, parents and students and by having high expectations. Learning that there are consequences to inappropriate behaviour is an important aspect of education. The Governors Behaviour Policy has clear sanctions for when expectations are not met.

- B2.2 There are occasions when it is necessary and appropriate to suspend students for a fixed period, or, in very rare cases, permanently. In most cases, suspension will either be a last resort after a range of measures has been tried to improve student's behaviour, or necessary for a serious breach of the behaviour policy.

- B2.3 When a student is identified as at risk of suspension because of a number of incidents, for example, persistent disruptive behaviour, then parents/carers will be informed. Prior to or alongside this the school will provide reasonable additional provision, for a mainstream setting, to meet individual needs so that we can support the student and their family as much as possible.

Adherence to these procedures will ensure compliance with the statutory guidance on school suspensions which states:

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

- B2.4 A decision to suspend a student from school should be taken only:
- a) in response to serious breaches of the school's behaviour policy or
 - b) if allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.
- B2.5 A fixed term suspension or permanent exclusion, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are in breach of the School Behaviour Policy:
1. Verbal abuse of Staff (teaching or non-teaching)
 2. Verbal abuse of students
 3. Physical abuse of/attack on staff (teaching or non-teaching)
 4. Physical abuse of/attack on students
 5. Indecent behaviour
 6. Sexual abuse, sexual harassment and sexual assault (See Annex F)
 7. Damage to property
 8. Misuse of drugs or other substances
 9. Misuse of social media
 10. Supplying an illegal drug
 11. Theft
 12. Carrying an offensive weapon (or item which could be used as a weapon) with or without intent to use
 13. Arson
 14. Serious breach of the School Acceptable Use Policy (network and computer systems)

15. Behaviour which results in persistent disruption to the learning of others
16. Unacceptable behaviour which has previously been reported and for which school sanctions have not been successful in modifying the student's behaviour
17. Behaviour outside of school that has brought the school's name into disrepute.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

- B2.6 If a student has been placed in the Inclusions Room and their behaviour continues to be unacceptable they will be given up to 3 warnings, after which the school will move to a fixed term suspension.
- B2.7 The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher may exclude the student

B3.0 Prevention of Suspension

- B3.1 The behaviour and attitude of students is monitored frequently by pastoral and teaching staff. Where a student starts to demonstrate behaviours that may lead to suspension then a number of support measures will be put in place, as appropriate and could include:
1. Report cards
 2. Pastoral Support Plan (overseen by form tutor or link tutor)
 3. Praise cards
 4. Behaviour Management programme (dependent on the needs of an individual student and / or small group of students)
 5. Behaviour Support Plan
 6. Counselling
 7. Careers guidance
 8. Work experience
 9. Alternative provisions
 10. Referral to external agencies e.g Off The Record
 11. Placement in another school for up to 5 days
 12. Withdrawal programme (short term up to 2 weeks)
 13. Support sought from the Primary Behaviour Team
 14. Referral to the Early Help Hub
 15. Referral to Education Inclusion Service and / or The Key Education Centre
- B3.2 If the behaviour of the student does not improve, or if there has been a significant serious incident the Governors Disciplinary Committee will meet to review the support given by the school. The Governors Disciplinary Committee cannot issue a further sanction but they can provide advice to the school and parents, this can include a formal final written warning from the school.
- B3.3 Where the situation is particularly acute the school will suggest a managed move. This alternative to permanent exclusion offers the student a fresh start on a 10 week placement at a new school which, if successful, will lead to the permanent transfer to the new school. Oaklands will do all it can to ensure a smooth transition and offer support in the case of any managed move.
- B3.4 If a managed move fails, Oaklands will request a report from the host school which will be used to devise a support programme for the reintegration of the student.
- B3.5 In exceptional circumstances and if deemed appropriate, Oaklands would seek a second managed move through the Havant Federation Placement Panel.

- B3.6 If a student is on a managed move and it breaks down, in certain circumstances e.g a serious criminal conviction, a return to Oaklands would result in a permanent exclusion
- B3.7 Oaklands, working with the Education Inclusion Service, could request that a student is guest rolled at another school. Guest pupils are those who attend an establishment regularly for some lessons, or else on a one-off or short-term basis but who remain on roll at Oaklands.

B4.0 A fixed term suspension

- B4.1 Most suspension s are for a fixed term and of short duration (usually between one and five days). The Headteacher may suspend a student for one or more fixed periods in any one school year. Prior to suspension parents are contacted immediately where possible. A letter will be sent by post giving details of the suspension and its duration. Parents are advised that the student is not allowed on school property and that daytime supervision is their responsibility. Parents have a right to make representations to the Governing Body as directed in the suspension letter.
- B4.2 On rare occasions it may be necessary to exclude student beyond 5 days. In this situation, provision will be made for the student at another school. If a parent fails to take up this provision then the absence will be unauthorised and the Local Authority notified.
- B4.3 Situations leading to fixed term suspension are guided by the criteria in 2.5 but it is also at the discretion of the Headteacher to exclude for any incident which may not be covered by the Behaviour Policy and which is deemed to be of equal seriousness. Suspension will not be used for minor incidents, poor academic performance, punctuality concerns or breaches of uniform rules (except where the latter is resulting in persistent and open defiance of such rules). The length of fixed term suspension is at the discretion of the Headteacher but will be for the shortest time deemed appropriate.
- B4.4 The school will undertake a risk assessment prior to the suspension of any student where there are safeguarding concerns

B5.0 Permanent Exclusion

- B5.1 The decision to exclude a student permanently is a serious one and will usually be in response to one of two situations:
- B5.1.1 Permanent exclusion may be the final step in a concerted process for dealing with disciplinary offences following the unsuccessful use of a wide range of other strategies. It is an acknowledgement that all available strategies, both within school and involving external agencies, have been exhausted but the student's behaviour is still causing significant disruption to the learning of others or is otherwise unacceptable to the school. Such a student will inevitably have previously served fixed term suspensions. Where a student has served a number of fixed term suspensions and there has not been a sustained improvement in their behaviour, and the student is close to or at risk of permanent exclusion, they will meet with the Governors Disciplinary Committee.
- B5.1.2 In exceptional circumstances reflecting the seriousness of an offence, a permanent exclusion may be given. Such circumstances could include serious actual or threatened violence to another student or member of staff, supplying an illegal drug

Annex C - Home School Agreement

HOME-SCHOOL AGREEMENT YEARS 7-11

1. The School

Oaklands is a Catholic Christian Community where everyone works together so that we can all achieve our best, as expressed in our mission statement 'Community, Unity, Opportunity'. We work closely with both the student's home and parish to support each other to enable each one of us to experience a happy school environment where we can flourish as individuals and learn well

The staff and governors at Oaklands recognise the high expectations of our students and parents/ carers and shall strive to:

- Provide a Christian education based on the teachings, values and principles of the Catholic church encouraging spiritual growth alongside academic excellence
- Live out the principles of justice, forgiveness and reconciliation and treat everyone with respect to ensure that dignity is protected at all times.
- Provide a safe and harmonious environment for learning to take place where students have high expectations and aim for personal excellence.
- Ensure each child is valued and respected as a member of our Christian Community and is given the opportunity to achieve his / her potential.
- Provide a broad and balanced curriculum appropriate to the age and ability of each student
- Guide and promote a culture of positive behaviour in the school community using rewards to build self-esteem and confidence and sanctions to challenge unacceptable behaviour.
- Set, mark and monitor homework regularly and within a reasonable time-frame.
- Provide written reports and arrange Parent Consultation Evenings to inform discussion of each child's progress.
- Liaise with parents/carers over any concerns or problems that affect their child's work or behaviour and respond quickly and effectively.
- Listen to student concerns and take swift action or find solutions to student issues.
- Keep you informed about school activities through regular letters, newsletters and notices.
- Encourage parents/carers and students to be active participants in the life of the school.

2. The Parents/Carers

Oaklands is a school which focuses on our students. We want to work closely with you to ensure that your child is safe, happy and learns to the best of their ability.

In order to achieve this we ask you to:

- Support the Christian Ethos of the school
- Support your child in their work and recognise their achievements.
- Ensure that your child attends school regularly (that is, 95% or above attendance) on time, properly equipped and in the correct school uniform.
- Inform the school of a reason for all absences promptly and do not take holidays in term time.
- Inform the school at the earliest opportunity about any concerns or problems which might affect your child's work or behaviour.
- Work closely with your child's form tutor and / or Head of Year and maintain the appropriate courtesies in all home / school communication and interactions with staff.
- Log into and monitor your child's Classcharts profile.

- Support the school's Behaviour Policy and in particular the rewards and sanctions procedures in place at Oaklands.
- Ensure that if your child is given a detention that you make the appropriate arrangements for them to attend.
- Monitor your child's mobile phone and social media use to ensure it is appropriate
- Avoid an over reliance on emails if the issue is best discussed over the phone or face to face with staff.
- Abide by the school's policy on mobile phone use and do not phone or text your children during the school day (8.50-3.35) nor ask them to use mobiles to contact you during the school day. □ Attend Parents' Evenings and any other meetings as they arise to discuss your child's progress.
- Learn as much as you can about your child's life at school and regularly ask what they have done and look at their work together
- Ensure that homework is completed to the required standard and check and sign the homework diary weekly
- Support your child in accessing extra-curricular activities and other educational opportunities provided by the school.

3. The Student

At Oaklands you have the opportunity to achieve well. Our staff are experienced and know how to guide you so that you may make the best of your time here.

In order for you to flourish at school we ask you to:

- Take seriously the call to love God, love each other and love yourselves
- Take responsibility for your own behaviour and the choices that you make
- Abide by the Oaklands Code of Conduct, which asks us to treat everyone with respect and courtesy, being kind to each other and looking out for one another.
- Attend school regularly (that means your attendance does not fall below 95%), on time, and with the correct equipment for all lessons.
- Be punctual to your lessons and listen attentively to assist your learning
- Work hard at all times whether in school or in other learning environments.
- Wear the school uniform correctly at all times, with pride and be tidy in appearance.
- Accept and comply with the school rules designed for the common good of all at the school. This helps the school to run smoothly and staff can concentrate on helping you to learn.
- Respect the school environment and school property and that which belongs to other people. Do not drop litter – pick it up and use the bins.
- Behave well in lessons and do not disrupt the learning of others. Talk to your teachers about your work if it is too easy or too difficult.
- Not to be defiant or rude; if you are given an instruction by any member of staff, you must follow it
- Use appropriate language in school, on the playgrounds and to and from school. Foul language and rude gestures are not acceptable.
- Behave well on the playground, during break and lunchtime, when participating in extra-curricular activities
- Join in our clubs, teams and activities to meet new friends and learn about life outside school wherever you can.
- Talk to staff if anything is worrying you. Staff will listen and do whatever they can to help you solve your problems.
- Not to take matters into your own hands; always talk to a teacher about how to resolve a problem you may be having with another student / students

- Behave well at all times on school buses and for all journeys made on public transport, by cycle or on foot, to and from school.
- Use social media sensibly; keep yourself safe online and never use sites / group chats etc to bully or intimidate others.
- Report any incident and co-operate with the investigation. Move away, not towards, any trouble and tell a member of staff about what is happening
- Get actively involved in opportunities to bring about positive change in school, like being part of Affinity Groups, or become an Anti-Bullying Ambassador
- Be proud of being a member of Oaklands Catholic School
- Log into and monitor your Classcharts profile

School Privacy Notice

Please follow the link <http://www.oaklandscatholicschool.org/page/?title=Privacy+Notice&pid=174> or visit our website for more information

Annex D - Rewards and Support

D1.0 Praise

- D1.1 The effective functioning of the School can only be achieved by developing a culture of cooperation and consideration. The caring yet purposeful ethos at Oaklands is maintained through an approach of combining firm discipline and high expectations with encouragement, praise and motivation; this combination is essential in order that students and staff can work together in a happy, positive environment.
- D1.2 In school, praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.
- D1.3 Behaviour for Learning can be rewarded using Classcharts:

Key Stage 3 Most able (Reaching and exceeding expectations):

- Meeting target grades on two pieces of work
- Completion of test to high standards
- Attendance at subject clubs and activities
- Improved effort and work rate
- Being on track to make progress in five or more subjects
- Outstanding effort in classwork
- Outstanding effort in homework
- Evidence of independent learning

Key Stage 3 (Aiming high):

- Completion of homework
- Attendance at homework club
- Meeting target grades on two pieces of work
- Improvement in an assessment
- Attendance at subject clubs and activities
- Improved effort and work rate
- Outstanding effort in classwork
- Outstanding effort in homework
- Evidence of independent learning

Key Stage 4 (Reaching for Grade 9):

- On track to achieve three or more 9s
- On track to meet four levels of progress
- Meeting target grades on two pieces of work
- Completion of test to high standards
- Attendance at subject clubs and activities
- Improved effort and work rate
- Being on track to make progress in five or more subjects
- Outstanding effort in classwork
- Outstanding effort in homework
- Evidence of independent learning

Key Stage 4 (Aiming for outstanding):

- Attending revision sessions
- On track to achieve 5 5+s Grades including English and Maths
- On track to meet four levels of progress
- Meeting target grades on two pieces of work
- Completion of test to high standards
- Completion of homework
- Attendance at subject clubs and activities
- Improved effort and work rate
- Being on track to make progress in five or more subjects
- Outstanding effort in classwork
- Outstanding effort in homework
- Evidence of independent learning
- Attendance at extra-curricular activities

D1.4 Students are rewarded and positive behaviours reinforced by the use of Classcharts positive behaviour points, which can be awarded for:

- 100% Attendance in one term
- Helpful and supportive to staff
- Inter House Competitions
- Duty / responsibility
- Good uniform
- Representing the School
- School/House Council Appointment
- Excellent behaviour in class
- Excellent behaviour out of class
- Excellent oral contribution in class
- Resilience in working hard on a piece of work which a student finds challenging

D1.5 A more formal reward system of points and prizes can also be used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. Students at Oaklands receive reward points (Classcharts points) not only for academic work, but also for positive participation in the life of the school and it can be awarded by any member of staff, teaching and non-teaching. Other rewards might include, for example:

- “Congratulations” and “Good News” supported by postcards home
- Personalised letters to parents/carers;
- Certificates that recognise positive contributions to the school community;
- Celebration assemblies, recognition in assembly
- Posting of an achievement on the year ‘praise boards’
- Special privileges

D2.0 Oaklands' support systems

D2.1 A number of systems are available to support students in a variety of ways:

- Form tutors and link tutors
- Heads of Year, Assistant Head of Year 7 and Key Stage 3 and 4 Pastoral Officers
- Heads of Department
- Year 11 Buddies for Year 7 students
- Anti-Bullying Ambassadors
- Adult mentors
- Prefects
- Special Educational Needs Co-ordinator
- Bartimaeus Centre, including the Study Support Area in JP12
- Excel and JP14 alternative provision room
- Chaplain
- Inclusions Manager
- Safeguarding & Welfare Manager
- Behaviour Mentors • Independent Counsellor.
- Careers advisers
- Educational Psychologist
- Local Authority Inclusions officers
- Outside agencies e.g Early Help Hub, School Nurse

Annex E



CODE OF CONDUCT

At Oaklands Catholic School we:

- Offer friendship, honesty and consideration
- Act in a way in which we would like to be treated
- Know we are valued and loved
- Live life fully and responsibly
- Allow others to be individuals and show them respect
- Never leave anyone behind
- Do consider the consequences before actions
- Support our Christian community

ANNEX F - Responding to concerns of child on child sexual violence and sexual harassment

- F1.1 **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).
- F1.2 **Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
- F 1.3 If a student reports sexual violence or harassment (including Harmful Sexual Behaviours) then this will be taken seriously by the school. The DSL or a DDSL will investigate and will risk assess the situation and then decide on the appropriate course of action. This could include:
- Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police
- F 1.4 We do not tolerate this kind of behaviour at Oaklands, we aim to act proportionately and compassionately. We aim to take a considered and supportive approach. Therefore, we will make decisions on a case by case basis. Appropriate sanctions to list might be:
- A verbal warning
 - Keeping the pupil behind after class to apologise to their peer
 - A letter or phone call to parents
 - Detention
 - Community service, for example litter picking
 - Move of tutor group
 - A period of internal exclusion (length dependent on incident)
 - Fixed-term suspension (length dependent on incident) or permanent exclusion
- F 1.5 Factors that will be taken into account when responding to a report might include:
- The age and developmental stage of the alleged perpetrator(s)
 - The nature and frequency of the alleged incident(s)
 - How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

In all this we aim to take the victim's wishes into account and will endeavour to reach an outcome that they are comfortable and satisfied with.

- F 1.6 In all incidents of this nature, parents / carers will be informed.