

# OVERTON GRANGE SCHOOL POLICY (STATUTORY)

## BEHAVIOUR POLICY

Govs Comm. CURRICULUM & STUDENT

### Principles

Overton Grange places great emphasis on high standards and has at its heart the development of the whole person. Expectations will be high and the achievement of the individual will be celebrated. Overton Grange will provide a supportive atmosphere based on self-discipline, mutual respect, co-operation and understanding. Students will be encouraged to take responsibility both for their own learning and for the environment in which they live.

### What is the policy going to do?

This policy aims to:

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

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

## **This policy will be used to promote and enforce the school expectations:**

- Work hard and allow others to learn.
- Come to school on time, in the correct uniform and with the necessary equipment and homework.
- Be polite and well-mannered and show respect and consideration for others at all times.
- Maintain a clean, safe and pleasant working environment.

The aim of the policy is to ensure that good behaviour is promoted and that unacceptable behaviour is dealt with. This includes behaviour off the school site, for example:

- Work experience placements, educational placements, educational visits and sporting events
- Behaviour on the way to and from school
- Behaviour when wearing the school uniform in a public space

The policy recognises that disciplinary action will need to be considered for students who are found to have made malicious accusations against school staff.

## **How is the policy going to be put into practice?**

### **Roles and responsibilities**

#### ***The governing body***

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

#### ***The Headteacher***

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

The Headteacher will delegate some of these responsibilities to the Deputy Headteacher (Inclusion and Behaviour) and the Assistant Headteacher (Pastoral).

### **Teachers and staff**

Staff are responsible for

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the school's expectations.

Heads of Year are responsible for monitoring behaviour and achievement within their year group and initiate support where appropriate.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents/Carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy, in particular the school's expectations, and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher or tutor promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Attend parents' evenings, respond to reports and letters and keep the school informed of matters relating to the education, health and welfare of their child.
- Take part in the life of the school and its culture.

### **Students**

Students are expected to:

- Work hard and allow others to learn.
- Come to school on time, in the correct uniform and with the necessary equipment and homework.
- Be polite and well-mannered and show respect and consideration for others at all times.
- Maintain a clean, safe and pleasant working environment.

Students will receive an induction to these expectations at the start of each academic year, and will be made aware of the following:

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are in-year arrivals.

### **Procedures**

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff, and will be reviewed and monitored in conjunction with the Deputy Headteacher (Inclusion and Behaviour).

The staff will make clear to students how acceptable standards of behaviour can be achieved. Staff will promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### ***School behaviour curriculum***

Staff and students will be expected to follow the 6-point plan for outstanding behaviour [Appendix A]. Staff are responsible for promoting the plan with students, to reinforce that students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### ***Mobile phones and smartwatches***

Bringing mobile phones is discouraged but if they are brought into school they must be switched off and stored in blazer pockets or in the bottom of bags. If a mobile phone or other item of electronic equipment is seen, heard or known to be used on the school site, they will be confiscated and only returned at the end of the school day. If a student has an item confiscated three times, it will be placed in the school safe and only be returned to a parent/carer at their earliest convenience. [See Appendix D].

Sixth form students may use mobile phones and headphones in the sixth form common room. However, if they are seen or heard outside of this area, they will be confiscated and will only be returned at the end of the day.

Smart watches are not allowed in school. If they are seen or heard, they will be confiscated.

## ***Responding to behaviour***

### *Responding to good behaviour*

Effective reward systems and the celebration of success are essential to promote our ethos of high standards of behaviour. They have a motivational role in helping students to realise that good, considerate behaviour, self-awareness and responsibility to self and others is valued. The school operates a number of reward systems which combine to support and reinforce a positive contribution to OGS. The systems include, but are not limited to:

- Praise, both informal and formal, to individuals and groups.
- Reward points issued via Satchel:One [see Appendix B]
- Attendance rewards
- Hot Chocolate Friday – nominations from staff
- Assemblies to acknowledge and celebrate achievement.
- Communicating praise to parents/carers via a phone call or written correspondence
- OGS Sports Awards
- Nomination for Jack Petchey 'Make a difference' award

### *Responding to misbehaviour*

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Sanctions are needed to respond to unacceptable behaviour [see Appendix B]. Sanctions are progressive and proportionate depending on the nature of the offence. Sanctions include, but are not limited to:

- Verbal reprimand
- Sending the student out of class
- Detentions of varied lengths, issued via Satchel:One.
- On report to Tutor, Assistant Head of Year, head of Year, Subject leader, Assistant Headteacher, Deputy Headteacher, Headteacher.
- Loss of break and lunchtimes for a fixed period of time
- Removal from lessons for a fixed period of time
- Removal from lessons and attendance in the Reflection room on a Tuesday. Parents/carers will be notified in writing if their child is placed in the Reflection room.
- Suspension. A readmission interview with the student and parent/carer should take place before the student returns to lesson. The behaviours and prior/future support is discussed.
- Final warning. This is issued when a student repeatedly exhibits unacceptable behaviour or for a first major offence. This will be issued in writing when a student is suspended and will be verbally issued in the readmission meeting.

- Permanent exclusion. Movement to permanent exclusion is usually progressive but can be the result of a single event, such as an occurrence of an unprovoked assault, serious violent or dangerous behaviour, serious vandalism, providing drugs for other students, possession of drugs, or being in possession of a weapon.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

#### *Responding to misbehaviour from students with SEND*

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Issuing a time out card that allows a student to leave the class for a short time and, if required, to find and speak to a trusted adult
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of the sensory room where students can regulate their emotions during a moment of sensory overload

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

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

#### *Considering whether a student displaying challenging behaviour may have unidentified SEND*

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

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

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

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

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

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

The local authority can be contacted at [enquiries@cognus.org.uk](mailto:enquiries@cognus.org.uk)

#### *Reasonable force*

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

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

Incidents of reasonable force must:

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

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

### *Confiscation, screening and searching*

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### Confiscation

Any prohibited items in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

#### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Further details can be found in Appendix C

#### *Suspected criminal behaviour*

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [Headteacher / member of the senior leadership team / pastoral lead] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

#### *Child-on-child abuse*

Child-on-child abuse can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Bullying: we do not tolerate bullying of any type: physical, verbal, emotional, social or online. We aim to encourage all students to develop the confidence and openness to challenge any type of bullying. We provide clear guidelines for staff, students and parents/carers which reflect our aim to support the bullied and change the behaviour of the bully. Reference should be made to our Anti-Bullying Policy, Child Protection Policy and procedures and our Equality policy.



Sexual harassment and sexual violence between children: in accordance with our Child Protection Policy and Procedures, we take any report of sexual violence and sexual harassment seriously. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online or offline, and can include sexual comments, sexual jokes or taunting, physical behaviour and online sexual harassment. Sexual violence refers to the following offences: rape, assault by penetration, sexual assault.

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

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. This can be to a member of staff or via the confidential Sharp system.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection policy for more information:

<https://www.overtongrange.sutton.sch.uk/policies>

### ***Student Transition***

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Students returning the school following a suspension will have a readmission meeting which will include a re-induction to the behaviour system.

If relevant, to ensure a smooth transition to the next year, students have transition sessions with their new tutor.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

### ***Staff induction, development and support***

All new staff will receive training on the behaviour system of the school.

Our staff are provided with regular training on managing behaviour, including training on:

- Mobile phone policy
- The school expectations and what they look like for students
- 6-point plan for outstanding behaviour
- The needs of students at the school
- Trauma-informed practice
- Restorative justice

Behaviour management will also form part of continuing professional development.

### **Criteria for success**

- A calm, well disciplined working environment maintained within the school.
- Students achieve and value rewards.
- Attendance is good
- Students feel safe, happy and successful at school.
- There are few exclusions
- There are few incidents of bullying, harmful sexual behaviour and peer-on-peer abuse (including sexual harassment). Those that do occur are dealt with effectively
- There are few incidents of discrimination. Those that do occur are dealt with effectively
- Students and parents and carers have confidence in the school's procedures for dealing with behaviour issues.
- Staff feel supported by the systems and procedures which are in place and staff implement them consistently.
- Parental feedback is positive

### **Monitoring and evaluation**

- Data on exclusions to be kept which will be contained in the required documentation and available to any audience on request.
- Report to be made to the Curriculum and Student Committee each term and annually
- A central record will be kept of incidents of bullying, harmful sexual behaviour, peer-on-peer abuse (including sexual harassment) and discrimination which will be available to governors (anonymised).
- Incidents of bullying, harmful sexual behaviour, peer-on-peer abuse (including sexual harassment) and discrimination will be monitored by the Deputy Headteacher (Pastoral)
- Sanctions and rewards will be monitored by tutors, Heads of Year, Heads of Department and the Deputy Headteacher (Pastoral)
- Parental questionnaires will be completed annually and responses made as appropriate

## **Consultation**

- The policy was discussed and agreed with Heads of Year, SLT and trade union before going to the Chair of the Governors' Curriculum and Student Committee.

## **Links with other policies and procedures**

- Anti-bullying
- Attendance
- Child Protection Policy and Procedures
- Equal Opportunities
- Exclusions
- Positive Handling
- Teaching and Learning
- Wellbeing

## **Appendix:**

- A) 6-point plan for outstanding behaviour
- B) Rewards and Sanctions
- C) Procedures on searching students (this includes list of prohibited items)
- D) Mobile phone procedures

<b>Approved by:</b>	Curriculum and Student Committee	<b>Date:</b> 5 <sup>th</sup> October 2023
	Full Governing Body	<b>Date:</b> 6 <sup>th</sup> December 2023
<b>Last reviewed on:</b>	September 2023	
<b>Next review due by:</b>	September 2024	