

OAKGROVE INTEGRATED COLLEGE

# POSITIVE BEHAVIOUR POLICY

POLICY NUMBER 2023/01



**PRINCIPAL:** MR J.HARKIN

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*Article 29 (goals of education) Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

*- The UN Convention on the Rights of the Child*



At Oakgrove Integrated College, we play a unique and vital role in promoting peace and reconciliation within our community. We are committed to developing and maintaining relationships that create a school culture that is based on being **Courteous, Considerate and Cooperative**: A school where students from different backgrounds and beliefs learn and grow together. We believe that strong relationships and communication are essential for good behaviour. In partnership with parents/guardians, we strive to uphold the highest standards of behaviour. We promote understanding and respect for the beliefs of all in our community and expect all students to demonstrate consideration for others.

## Aims

- Promote a consistent whole-school approach to positive behaviour management among staff and pupils, built on mutual respect. Using a **3Rs approach**; **R**elationships, **R**outines and **R**esponses to behaviour management.
- Promote effective teaching and learning within a positive and stimulating environment
- Promote mutual respect, self-esteem, self-regulation and positive relationships
- Recognise and reward positive behaviour, thereby enhancing pupil self-esteem and confidence

Oakgrove Integrated College is committed to these aims and believes that positive behaviour must be established where effective teaching and learning can take place in a calm, purposeful and caring environment. This policy aims to highlight the expectations of good behaviour and to respond actively and firmly to unacceptable behaviour. The policy will be underpinned by key objectives:

## Objectives

- To provide a curriculum that is rich and relevant, where well-planned lessons challenge, stimulate and motivate students
- To develop responsible and engaged learners who demonstrate understanding, respect, and acceptance for others
- Provide clear structured boundaries in terms of expected classroom behaviours, which outline choices and consequences
- Engage positively with parents/guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures



### Pupils

When pupils are engaged in their learning and feel connected to their school, they are more likely to exhibit positive behaviour. By following the school's behavioural expectations, helping to create a positive classroom climate, being role models for other students, participating in school activities and clubs, and providing constructive feedback to teachers and staff, pupils can help to make their school a better place for everyone.

- Students are expected to take responsibility for their own behaviours
- Students must follow all school policies, procedures, and expectations
- Students are encouraged to promote the values of our schools in words and actions. They must strive to be: **Courteous, Considerate** and **Cooperative**
- Students should remember that words are powerful and so they should strive to ensure respect and kindness when talking to or about others. If there are any issues, they must speak to their form teacher
- Students should be on time to school and to all lessons
- Students should only leave class with the permission of the class teacher
- Students should be equipped to learn with all necessary stationery, books, homework and kit
- Due care for all items within the college environment should be taken or the student will be asked to replace/pay for damaged items
- Students must follow school direction with regard to ensuring the health and safety of other pupils, teachers, staff and visitors
- Exemplary bus behaviour is expected, or the loss of free transport can be revoked
- Students are expected to wear the uniform as directed in the uniform guidance both within and outside the college grounds
- No illicit substances or any item that may be used to cause harm can be brought onto school premises. This includes, but is not limited to, alcohol, tobacco products, drugs and vapes
- Mobile phones should not be on during the hours of 8:50am - 3:10pm and all mobile phones should be placed in the pupils school bag. Mobile phone use will result in confiscation

- Students must use social media responsibly and must not upload/share/comment on any images, videos or posts that may bring the school into disrepute
- Students must use AI (Artificial Intelligence) responsibly and ensure that all work is derived and constructed from the first-person
- No chewing gum, energy/isotonic/fizzy drinks are permitted
- Food/drink must be consumed within the canteen, (water bottles are encouraged during class)
- Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported in a truthful and factual manner
- Bullying behaviour is not acceptable and should be reported immediately
- Students will accept and follow all school sanctions, as outlined in this non-definitive policy which will be reviewed every three years (or more often if required). Failure to follow these sanction will result in a further sanction up to and including expulsion

## Parents/Guardians

Parental attitudes towards school and teachers can directly influence pupils, so it is important that all exchanges between school and home be informed by mutual respect for each other's knowledge and concern for the pupil's welfare. Each has an in-depth knowledge of the child in different settings and contexts, and sharing this information in a positive way can help the pupil to feel valued and to achieve their full potential.

- Parents should monitor and sign the homework diary for teacher communication. Key messages will be shared via email, school text or the school's social media pages
- Parents should get to know school policies and, where possible, take part in the life of the school and its culture. Please speak to the office about positions on the PTA and the Board Of Governors

Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership. This should not be carried out online and school retains the right to request that any damaging material is removed from social media websites. In the event of illegal, defamatory, or discriminatory content, breaches could lead to prosecution. Parents/carers are instructed not to post anonymously or under an alias to evade the guidance given in this code of conduct

- Parents will be invited to attend at least one parent teacher event each year
- Parents must attend a return to school meeting after any period of suspension from school



In recognising that the education of our children is a partnership between the home and school, the Board of Governors will seek to allow parents a right of access **by appointment** to school staff including the Principal or a member of staff delegated by them. A parent will **not** be granted a meeting which is not made in advance.

All interactions between parents and school staff should be respectful and tolerant, harassment of teachers and staff in the workplace will not be tolerated. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. If parents become abusive at any time on school premises they will be asked to leave. School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may and will revoke the right of parents to enter school and its grounds. situations like this are rare and we work on the premise that the student's best interests will always guide any interactions.

## Staff roles & responsibilities

Maintaining a positive culture requires constant work, each member of staff, teaching and non teaching, is responsible for discipline within the classroom and throughout the school.

### Subject Teachers

Subject teachers will maintain the high standards and expectations outlined within this policy. The subject teacher is initially responsible for dealing with pupil issues within their classroom, ensuring that the standards of teaching and learning are maintained along with the expected standards of behaviour in line with the 'Oakgrove Way'. (Appendix 1- Pupil Code Of Conduct). Teachers are encouraged to follow a 3R's approach as detailed on page 23 of this policy:

#### Relationships

Staff will strive for a relational learning style that focuses on building and maintaining positive relationships between students and adults. Teachers will use and remind pupils of the 3C's (courteous, considerate and cooperative) on a regular basis. They will use the 'Oakgrove Way' to discuss behaviour concerns, using a questioning style such as;

Is your behaviour helpful and friendly?

Is your behaviour respectful towards others?

Does your behaviour show that you are ready to learn?

The subject teacher will remind pupils of the need to work together and be considerate/courteous/cooperative. They will "offer a choice" to allow pupils the opportunity to rectify negative behaviour choices and celebrate successes when deserved also.

## Routines

Explicit routines prevent behaviour problems from arising and help create class culture and norms. Subject teachers will implement positive routines such as:

- Lining students up outside the door before lessons to meet and greet. A uniform check should occur here
- Ensuring a consistent seating plan that addresses individual pupil needs
- diaries are on the desk with all needed equipment
- Give explicit instruction for classroom activities and group work
- Make use of high-quality teaching and learning strategies outlined in each individual department policy
- Provide summative tasks/checks and clear classroom exit strategies that allow a smooth transition to corridor behaviours

## Response

The subject teacher will deal with negative classroom behaviours in the first instance. They will provide a safe learning environment where there is a consistent application of appropriate consequences. After a choice and redirection of negative behaviour, a subject teacher may issue any reasonable consequence that they feel will bring about improvement in behaviour for learning. This *may* include:

- Give a verbal warning
- Record negative behaviours in the pupil diary and the computerised recording method (SIMs)
- Re-adjust the seating plan
- Having a quiet word with the pupil outside the room
- Issue a subject teacher break time detention
- Seek support from a colleague/head of department
- Make formal contact with parents/guardians
- Request formal break detention with the Head of Year (Pre actions must have been taken and documented)

All behaviour management issues must be discussed with the HoD in the first instance. Where there are persistent problems the classroom teacher should also notify the form teacher.

Words and body language are powerful and so teachers will strive to ensure respect and kindness when talking to, or about others. They will endeavour to use the appropriate level of response and a tone that conveys the severity of the issue.



## Head of Department



It is the Head of Department's role to monitor the behaviour and learning of pupils within their department. Subject teachers should inform Heads of Department when support is required. Head of Department should support the teaching staff within their department to track behaviours, monitor learning and ensure that any underachievement is identified and supported. All breaches of discipline must be dealt with in accordance with this policy.

Where a concern has been raised about behaviour/learning, this will be addressed with the pupil/pupils concerned to support the member of staff raising the concern. Heads of department should use whatever means they have within their department to resolve behavioural/learning issues including:

- A verbal warning and reminder of the 3 C's
- Record issues in the pupil diary and the computerised recording method (SIMs)
- Issue a HoD break time detention
- Issue a SUBJECT SPECIFIC target sheet, that should be placed in the pupil exercise book and used for as many teaching periods as the HOD feels necessary
- Seek support from a Form teacher (who will follow up with Head of Year if needed)
- Make formal contact with parents/guardians
- Request after-school detention

The College encourages collaborative work among departments to help resolve behavioural/learning issues and where collaborations work, Heads of Department should work to develop these networks to seek to resolve issues that arise. Where there are repeated minor breaches or major breaches of discipline, the head of department should make every attempt to resolve them with the involvement of the subject teacher. It is the responsibility of the HoD to ensure that members of the department are following the positive behaviour policy.

## Form teacher

Where possible, from years 8-12 Oakgrove College aims to keep a consistent form teacher to enable the form teacher to become the focal point of the child's college life. Their role is to nurture the students in the school environment, to get to know them and to build a relationship of mutual respect. It is the form teacher's responsibility to support class teachers, the Head of Year and the Head of Department in promoting positive behaviour within the year group. The form teacher should make use of the computerised recording method (SIMs), to regularly review form class behaviours, achievements, and attendance.



The form teacher will address these issues with pupils in their form class on either a one-to-one basis or as a form class group. Form teachers will use whichever means they see fit to resolve any issues arising and may draw on a range of sanctions. Where there is a major breach of discipline, the form teacher must inform the Head of Year and will communicate with parents/guardians as and when it is necessary. The form teacher will:

- Complete an accurate attendance sheet/follow up on previous absences, collect absence notes
- Ensure pupils are adhering to the uniform policy, reminders and daily confiscation if needed
- Ensure pupils are equipped and ready to learn, (stationary/PE kit/diary) and make contact home to rectify where needed
- Deliver any key messages from other members of staff
- Liaise with the Head of Year on pupil behaviour and welfare
- Encourage and celebrate pupil achievements
- Get to know the pupils and build a positive relationship

## Head of Year

Where possible, from years 9-12 Oakgrove College aims to keep a consistent Head of Year to enable them to become a supporting figure in the child's college life. It is the role of the Head of Year to oversee and coordinate the pastoral and academic well-being of the year group supported by all staff within the college. Heads of Year will monitor the behaviours, achievements, and attendance of students through a range of sources including the computerised recording method (SIMs), referrals from form teachers/class teachers/Head of Departments, break time detentions, after-school detentions and target booklets. They will support all staff in resolving issues using a range of different strategies including monitoring and administering breaktime, lunchtime and after-school detentions. The Year Head will communicate directly with parents and guardians as the need arises and can use standard communications relating to behaviour issues and homework concerns. The Year Heads will liaise with the Senior Teacher in charge of pastoral care (KS3) and the Vice Principal (KS4) in dealing with pupils who need further support or interventions.

They will engage with any support agencies (internal or external) when needed and act as the point of contact for these support services so that there is a clear line of communication for each student. The Head of Year will update all staff with any necessary additional information.



Heads of Year will take the lead in celebrating positive behaviour and pupil achievement in each year group by delivering programmes and practices that promote positive behaviour within the year group such as year assemblies, certificates, end-of-term rewards etc. The Head of Year is also responsible for gathering information and preparing it for presentation to the SLT, Principal or Board of Governors as needed.

## Senior Leader for Pastoral Care

The Senior Leader for Pastoral Care will work closely with all stakeholders to support students who have not responded to regular interventions or who are a safeguarding concern. They will have oversight of all pupil behaviours but will work directly with those Heads of Year in KS4/5.

They will lead all Heads of Year in carrying out rigorous monitoring and evaluation in all aspects of pupil welfare and support including monitoring behaviours, achievements, and attendance of students through a range of sources including the computerised recording method (SIMs) and direct referrals from Head of Years in KS4 needing additional support. They will work closely with the SENCO and agencies to support pupil additional need. They will ensure that parents are kept informed about their child's progress and holistic development.

They will lead the development of the Personal Development programme within the College and lead the student council.

The senior teacher for Pastoral care is also responsible for gathering information and preparing it for presentation to the SLT, Principal or Board of Governors as needed with reference to future development needs.

## Senior Leadership Team

Members of the Senior Leadership Team will take a supporting role in maintaining positive behaviour within the college. They will be visible figures within the school and set the example and tone by implementing the behaviour policy in a consistent manner.

They will help to manage those pupils that require additional interventions by taking a lead role in after-school and lunchtime detentions and share responsibility for internal suspensions or supervision when needed. They will facilitate a management rota for in-class support and remove pupils displaying any extreme negative behaviours that prevent the teaching and learning of others. They will ensure all movement around the school is carried out safely and in an orderly manner.

## Vice Principal



The Vice Principal will work closely with all stakeholders to support students who have not responded to regular interventions. They will have oversight of all pupil behaviours but will work directly with those Heads of Year in KS3.

Students can be referred to the Vice Principal **directly** only for very serious high-intensity misbehaviour or for failure to respond to the previous steps taken in the procedures outlined. This is a very serious development in the support procedure and parents will be made aware of the remaining support the school can offer. At this stage, several decisions may be taken in addition to the support already in place. For example:

- Removal from school activities such as sports clubs, music, after-school activities or trips
- Withdrawal from lessons or Internal Suspension from a specified number of classes
- Parents may be requested to withdraw their child from School premises for a part of the school day to allow a 'Cooling off' period and/or investigation and consultation on breaches of this policy
- Referral to outside agencies e.g. Behaviour Support Unit, Educational Psychologist, EWO, (This will be done in conjunction with the Parents/SENCO/Senior Leader for Pastoral Care)
- Referral to the Board of Governors Pastoral Support Committee (See Governor Role)
- Consultation with the Principal on suspension/expulsion

## Principal

The Principal will ensure key staff are in place to facilitate the implementation of this policy in a consistent and fair manner. They has overall responsibility for the effective management of the Positive Behaviour Policy within the college and will consult with the Board of Governors on such matters.

The Principal/person designated by the Principal may decide, that it is necessary to suspend a student. Parents must accompany their child to a readmission meeting to facilitate reintegration after any period of suspension. Suspensions for severe breaches of the policy will also result in an appearance before the Pastoral Support Committee attended by the pupil, Parent/Guardian with key stakeholders and staff.



Where a student's behaviour continues to cause serious concern and the school community cannot be reasonably expected to tolerate it further, and/or all levels of support have been exhausted, the Principal may refer the case to the Board of Governors for a Consultative Committee meeting for expulsion. The Principal will inform the Chair of the Board of Governors and the EA of suspended or excluded pupils.

## Non-teaching staff

### Board of Governors

The Board of Governors has a legal duty to safeguard and promote the welfare of registered pupils at the school when the pupils are on school premises or in the lawful control or charge of a member of school staff. The Board of Governors are responsible for supporting with more serious levels of discipline within the college, including readmission meetings, behaviour support panel meetings, consultation meetings and implementing the final stages of the expulsion procedure. The Board of Governors Consultative Committee may recommend, after having considered all appropriate matters, the expulsion of the student from the College and notify Parent(s)/Guardian(s) of their rights. Expulsion is the most severe form of disciplinary action; at Oakgrove College we will endeavour to ensure it is only used when other interventions have failed to protect the safety and well-being of the school community.

The Board of Governors are also responsible for approving and amending, where necessary, the Positive Behaviour Policy within the college.

### Support Staff

All staff at Oakgrove Integrated College are equal stakeholders in the implementation of positive behaviours. There is a shared responsibility that aims to foster co-operative working. Support staff will maintain the high standards and expectations outlined within this policy. They will address students making reference to the 'Oakgrove Way'. (Appendix 1- Pupil Code Of Conduct) and will follow a 3Rs approach as previously listed.

Support staff must refer all behavioural breaches to the appropriate staff member (Form teacher/HoY) and can also request a breaktime detention using the forms available in the school office, should they wish. Support staff can also issue merits and will assist HoY and HoD in administration of the rewards system.

Support staff can be assured of the full support of the pastoral system as written in this policy and pupils are expected to be considerate, courteous and cooperative to all support staff. Under no circumstances will verbal abuse or disregard for support staff be accepted. We are all vital members of the college community and expect to be treated as such.

## Rewarding positive behaviour



At Oakgrove Integrated College we feel encouragement, praise and rewards are essential parts of Positive Behaviour for Learning. Good behaviour, academic achievement and compliance with the college rules will be acknowledged by various systems at an individual, class, year and whole-school level. Praise and encouragement will take many forms. Some examples are:

- Positive feedback to the student(s) using verbal praise and/or the homework diary/Computerised monitoring system (SIMs)
- Departmental rewards
- Work displayed
- Positive certificates for attendance, achievements, and improvements
- Vouchers/book tokens
- Attendance on extra-curricular activities
- Public acknowledgement at assemblies and/or on social media
- Celebration of success at Prize Evening
- A letter/postcard/text home from the Form Teacher, Year Head, Head of Department or Senior Leadership Team as appropriate
- Termly 'Fun' events
- Cinema Trips
- Canteen reward treat
- End of year activities/trip
- Positions of responsibility e.g., Prefects; Peer Mentors / Mediators; Student Council Representatives



# The Merit System



To recognise achievement each student in Key stage 3 and 4 will receive a merit record card requiring teachers to sign a section recognising positive contributions by a pupil such as:

- Excellent contribution in lessons
- Positive attendance at a club (in or outside of school)
- Representing the school in an event/sports day
- Being very helpful (e.g. helping in Common Ground (canteen), assisting another pupil)
- Significant improvement academically over a term
- Significant contribution to a department over a term
- Volunteering of time generously (in or outside of school)
- Full attendance per term

The certificates will be awarded termly (term 1 before Christmas holidays, term 2 before Easter Holidays and term 3 before the end of the school year). In terms two and three, the silver and gold awards will run concurrently with the bronze award. When each award has been reached, Parents/Guardians will sign the reward card so that they are kept aware of progress and achievement. Heads Of Year will organise and manage end of term events.



*“Although no one can go back and make a brand-new start, anyone can start from now and make a brand-new ending.”*

*Carl Sandburg,  
American writer and poet*

## “The Oakgrove Way”

Respect rests at the core of our school’s ethos and affects the ways in which we relate to others. Pupils are challenged to recognise and accept that they must take responsibility for their own actions and to identify ways forward when conflict arises. Pupils are therefore expected to follow the code of conduct, “The Oakgrove Way”. (Appendix 1)

Students are expected to behave in a mannerly, honest, open and cooperative way. They must respect the dignity and property of others and of the school and treat facilities and fittings with respect. They may not impinge on another student’s right to learn. We promote understanding and respect for the beliefs of all in our community and expect all students to show consideration for others. Some of the behaviours we expect are given in more detail below, this is not an exhaustive list and while sanctions will be issued in line with this policy they are not given in a definitive hierarchy, pupils may progress to a higher sanction without completing all others listed.

## Appearance

- Pupils should wear their uniform with pride at all times (including to and from school).
- Pupils who are in school uniform or in part uniform (wherever that may be) must behave appropriately and in accordance with the school code of conduct.
- School consequences will apply if pupils in school uniform display inappropriate behaviour.
- When school uniform/makeup/jewellery/ is not worn as directed, students will be asked to rectify it and can be sent home for part of the day to readdress standards. Pupils will remain at home until the situation has been resolved by the parent/guardian.
- Facial hair should be kept neat and tidy.
- Hair colour should be natural. Extreme hair cuts (or anything less than a two shaved) will result in removal from the playground/representing the school/withdrawal from class until this is rectified.
- Tattoos must not be visible and be covered at all times with a long sleeved shirt and/or blazer. PE uniform can be worn as normal but where representing a school team a long sleeved shirt should be worn under the PE top.



## Mobile phone use

- Pupils are not permitted to use mobile phones and electronic recording devices between 8:50 - 3:10. Phones must be switched off during these hours.
- Phones should be stored in a zipped pocket within the pupil's school bag.
- While using the bathroom during class time is discouraged, those requiring the bathroom will be asked to leave their phone on the teacher's desk and in return will be given the toilet pass.
- Those needing a full-time toilet pass due to medical needs require a signed doctor's note.
- Phones should **never** be used to photograph or video in a classroom/on school property/where school uniform is worn.

### Confiscation:

- Pupils will be asked to put their phones away on the first instance.
- Pupils will be asked to give their phone to a staff member on the second instance.
- Should a pupil refuse, or the mobile phone be confiscated more than twice in a term a parent/guardian will be contacted to collect the phone.

### Translation facility:

- If the phone is required for translation purposes this will only be permitted under direct supervision by a member of staff, it should remain in the bag at all other times.

## Health & Safety

- Students must not bring onto the premises alcohol, tobacco products, drugs, aerosol cans, vapes, chewing gum, fizzy/energy/isotonic drinks or correction fluids (or anything else which may cause harm).
- Pupils must follow school direction with regard to ensuring the health and safety of other pupils, teachers, support staff and visitors.
- Pupils should avoid contact that may cause injury. Play fighting is not permitted. If the supervisor/teacher deems a game or action unsafe, then, on their request the game must stop.





- Food brought to school should comply with the school's Healthy Eating Policy All food must be consumed within the school canteen.
- Littering is not permitted.
- All accidents must be reported to a staff member or the office, and medical assistance should be sought if necessary.
- Schoolbags must be left inside the classroom during lunch.
- No pupil should leave the school grounds without permission.

## Bus Behaviours

- Pupils should board & leave the bus safely following the instructions of the duty teachers and driver.
- Pupils should travel only on their allocated bus.
- Courtesy should be shown to the bus driver and their instructions followed. The bus should not be damaged in any way.
- Pupils should not shout, misbehave, throw items, leave litter or engage in illicit substance misuse on the bus.
- Pupils should not rap windows or in any way communicate with any members of the passing public.
- Pupils should remain seated and seatbelts are to be worn (if fitted).
- Parents and pupils should note that negative bus behaviours may result in transport being refused and alternative methods of travel must be sought by the parent **at their expense**.

## Attendance

- An excellent attendance and punctuality record for school and class is expected.
- Movement in and around the school grounds should be safe and orderly (walk on the left).
- Pupils must be on time for all classes.
- Pupils must attend class in an orderly fashion, lining up outside each room and waiting on the teacher to dismiss them after each lesson.



- Where pupils fail to attend a class on time they will be asked to make up missed time.
- Any refusal to attend class will result in the school contacting parents/guardians who will be asked to collect and readdress standards. Pupils will remain at home for a period of the day until the situation has been resolved by the parent/guardian in consultation with the HoY.
- Those pupils who arrive any time after registration has taken place must report to the office and sign the latecomers' book.
- Pupils should explain the reason for their absence to their form teacher at the start of their day and make arrangements to catch up on missed work.
- If a pupil is going to be absent for a period of time, then the parent/guardian should telephone the school and make arrangements for collecting work for the pupil.
- Pupils who are late to school three times in a term without a valid reason in writing to their Form Teacher will complete an after-school detention.
- School actively discourages parents/guardians taking holidays from being taken at any time during term. Unless the Principal has given permission, such absences will be recorded as "Unauthorised" and will impact pupils' attendance record which could result in a referral to the Educational Welfare Officer.

## Out of school behaviour

- If a pupil behaves negatively towards a member of staff/their family or staff property outside (whether uniform or not, whether is in session or not) e.g. using either verbal or physical abuse, the Principal will be informed as soon as possible.
- appropriate consequences will be taken in line with this policy.
- Parent(s)/Guardian(s) should be informed in writing.
- Staff have the right to report incidents to the PSNI.



## Detentions



- Break detention slips can be filled in by **any** member of the school staff and placed in the office for the Head of Year to collect each morning (Teaching staff must demonstrate pre-actions if classroom behaviour issues).
- Pupils will be informed of their break detention and are expected to report to their Head of Year immediately at the start of break.
- Lunch detentions will be issued by members of the SLT in consultation with Heads of Year. Lunch detention will be held once a week where pupils are facilitated to attend the canteen and bathroom supervised by a senior Teacher/SLT.
- Pupils will not be permitted in the playground or to have peer contact during detentions.
- Teaching staff can issue lunchtime detention at their own discretion and supervise individually if required.
- After-school detentions for repeated/serious behaviours can be requested by any member of the teaching staff. Teaching staff should have attempted alternative sanctions and involved the HoD or HoY on previous occasions before requesting after-school detention for low-level breaches of this policy.
- Behaviour on detention is expected to be impeccable, with the student completing work as directed by the supervising teacher.
- Those pupils who miss detention without reasonable communication from a parent, or who do not work appropriately during detention will be placed on internal suspension when they next return to school. This will be supervised by SLT and the same detention rules on behaviour apply. Pupils must surrender their phone at the start of the day. Should a pupil miss school the following day the internal suspension will occur on their next day present in school.
- Parents should note there is no right of appeal with detention or suspensions. Complaints can be made following the complaints procedure as published on the website.

## Confiscation



Teachers may confiscate any item that is in breach of the school's policy. This includes earrings, jewellery, non-uniform coats/hoodies, mobile devices, illicit substances etc. These will be placed in the office for collection. In the case of phones, if it has been confiscated twice in a term, a parent will have to collect (no exceptions will be made even on a Friday/Holiday).

All illicit, yet legal substances (aerosol cans, laser pens) must also be collected by a parent. Any illegal items such as vapes/knives/cigarettes/fireworks/lighter refills containing butane will **NOT** be returned. Currently, as with the purchase of conventional cigarettes and alcohol, the legal age to purchase and use a vape is 18 years old and it is illegal for an adult to buy cigarettes or vapes for those under 18 years olds.

The Principal can search any pupil suspected of having any such items in their possession. All staff can physically restrain a pupil where it's necessary to stop a pupil from injuring him or herself or someone else, damaging property or causing serious disruption. The PSNI may be contacted if a pupil is in possession or suspected to be in possession of illegal or dangerous items.

## Breaches of the policy

Teachers will endeavour to keep breaches in the policy in perspective and make a clear distinction between minor/serious problems and isolated/repetitive problems. They will also use their judgement based upon comparative incidents, the particular circumstances of the incident, the age of the pupils, the record of the pupil, and any reasonable adjustments that are required for personal/SEND circumstances.

Consequences will be carried out as soon as reasonably possible (this can include on teacher training days). Consequences will encourage pupils to reflect on their behaviour and take a restorative approach that encourages reflection and opportunities to rebuild staff/ pupil relationships with a focus on the future.

For the purposes of this procedure, it is useful to distinguish between minor and major breaches of behaviour, some are considered overleaf. "Minor breaches of Positive Behaviour" are those behaviours which, while unacceptable, do not pose a risk of harm to students themselves, other members of the school community or to school property.

"Major breaches of Positive Behaviour" are those behaviours which pose a risk of harm to students themselves, other members of the school community, or to school property. This list is not exhaustive and while consequences will be issued in line with this policy they are not given in a definitive hierarchy: pupils may progress to a higher consequence without completing all others listed.



## Breaches of the policy - Examples

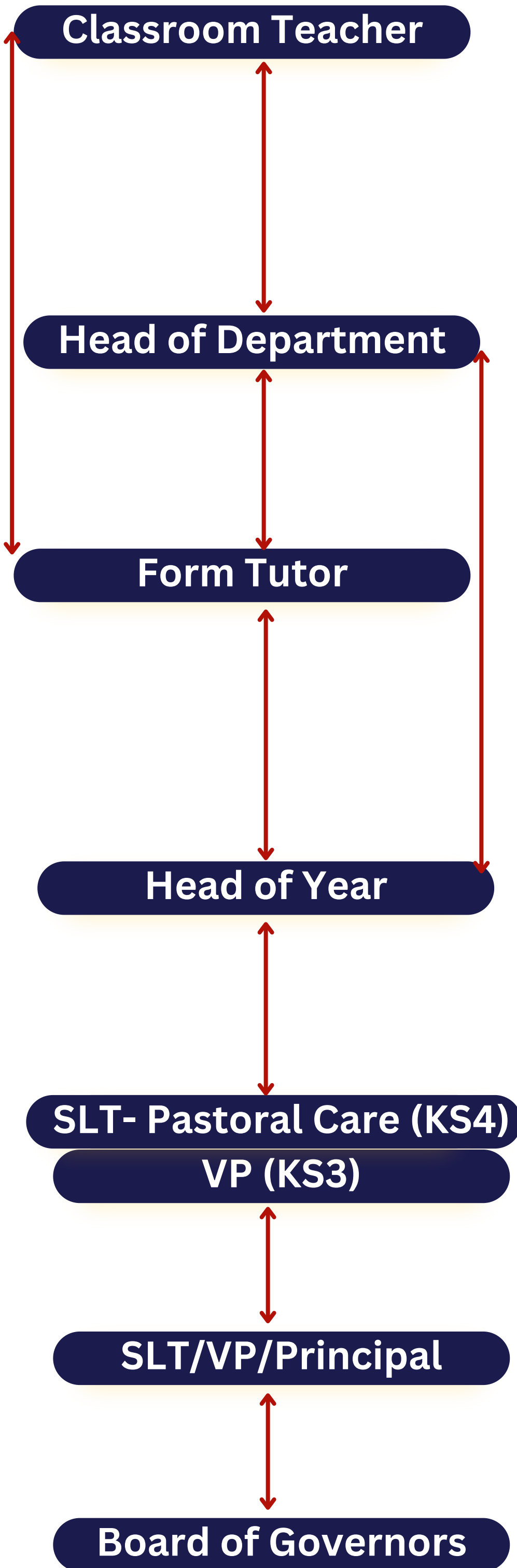
Minor breaches	Possible consequences
Failure to produce homework of acceptable quality on time.	Class teacher will: Record on Lesson Monitor/Note in homework diary.
Recurring failure to produce homework of acceptable quality on time.	Class teacher informs HoD. Parent(s)/Guardian(s) will be informed by HOD and pupil issued a subject-specific target booklet.
Chewing gum.	Asked to place in bin, note on lesson monitor and homework diary.
Shouting out in class.	Class teacher to verbally remind of expectations for courteous behaviour, move pupil seats and record on lesson monitor and diary.
Out of class without permission (x1).	Break detention with subject teacher/HoD and recorded on lesson monitor.
Out of class without permission.  (repeated)	After-school detention requested via HoD to HoY.  Parent informed – parent can collect if a continuous pattern and a meeting held with HOY.
Disorganisation and lack of equipment .  (repeated)	Form teacher chat and help to organise.  Placed on HoY target booklet.
Mobile phone out in class.	Asked to put away, note on lesson monitor and homework diary.



Serious breaches	Possible consequences
Continuous disruption of learning after minor sanctions given and no improvement on HoD target sheet.	Removal by the HoD to another room Inform HoY who will inform and meet with parents. After school detention.
Purposeful defiance and poor attitude.	Lunch detention/after school detention/Internal suspension/Parent Informed.
Verbal abuse of staff.	Suspension.
Bullying behaviours/fighting.	Suspension/referral to a pre-consultative meeting/expulsion.
Continuous disregard for school rules causing risk of danger.	Suspension & referral to the College Internal Behaviour Support Panel, referral to a pre-consultative meeting/expulsion.
Use of a recording/mobile device to record without permission.	Suspension, referral to a pre-consultative meeting/expulsion..
Use of illicit substances.	Suspension/referral to a pre-consultative meeting/expulsion.
Persistent refusal to attend lessons/participate in teaching in learning activities after reasonable adjustments have been tried .	Internal suspension/external suspension, referral to a pre-consultative meeting/expulsion.

**Entry Routine:** Pupils must wait in a line, calmly enter, take out needed books and equipment and leave diary on the desk.

Escalation of poor behaviour choices



**R- Relationships-** Remind pupil of the need to work together, “offer a choice”. (Verbal warning). Celebrate successes.  
**R- Follow the routine.** Written note on SIMs & diary, change of seat.  
**R- Respond-** 2-minute break outside the room/support from a colleague/subject teacher/break time detention (record on lesson Monitor & diary).

**R- Relationships-** Remind pupil of the need to de-escalate, “offer a choice”. (Verbal warning)  
**R- Follow the routine.** Relocate, provide work, support to complete tasks.  
**R- Respond-** If repeated place on subject target book, let form teacher know, contact parents, subject break detention/request after school detention from HoY.

**R- Relationships-** Build Solid relationships/take an interest/talk.  
**R- Follow the routine.** Remind of expectations, check equipment including diary each day, follow up attendance.  
**R- Respond-** Check SIMs regularly for behaviours, monitor repeated behaviours, inform Head of Year if support needed for FT or HoD.

**R- Relationships-** Remind pupil of possible sanctions, “offer a choice”. (Verbal warning), Celebrate successes.  
**R- Follow the routine.** Check SIMS lesson monitor & behaviour module, complete break detentions, issue after-school/lunch detentions, target booklets, speak to parents.  
**R- Respond-** Seek support from SLT-Pastoral Care (KS3) & VP (KS4). Monitor interventions to check effectiveness. Implement assemblies, certificates & end of term celebrations.

Work with HOY/SENCO to seek additional support from internal and outside agencies. Monitor interventions and whole school attendance, meet parents when required, complete return to school meetings.

Supervise lunch DT/supervise internal suspensions  
 Issue suspensions/Support removal from class in extreme circumstances only. Attend and inform all meetings with regard to suspension & expulsion as required.

Attend meetings in regard to support through the behaviour support panel. Attend and make recommendations on recurring suspensions and expulsions through the Consultative Committee meetings.

**Exit Routine:** Pupils must wait behind their desk and follow the teachers exit instructions



## Appendix 1: "The Oakgrove Way" - Pupil Code of Conduct

**Pupil Code Of Conduct**

**Considerate**

Am I helpful and friendly?  
Am I respectful towards others?

Look out for all in our school community. Include others. Respect our differences. Use PUT UPS not PUT DOWNS.

**Courteous**

Am I well-mannered? Am I using positive language? Am I ready for learning?

Follow all school routines and rules. Show good manners. Make good behaviour choices. Remember to say PLEASE and THANK YOU.

**Cooperative**

Am I listening to others? Am I working with others? Am I supportive of others?

Participate in all tasks to the best of your ability. Work TOGETHER. Create a positive learning environment for ALL.

"The Oakgrove Way"

## Appendix 2: Further Useful reading

### **School discipline, suspensions and expulsions -**

<https://www.nidirect.gov.uk/articles/school-discipline-suspensions-and-expulsions#:~:text=only%20the%20Principal%20can%20suspend,in%20any%20one%20school%20year>

### **Dealing with bullying and getting support -**

<https://www.nidirect.gov.uk/articles/dealing-bullying-and-getting-support>

### **EWS - Suspensions & Expulsions -**

<https://www.eani.org.uk/services/education-welfare-service/ews-suspensions-expulsions#section-13091>

### **EWS - Bullying -**

<https://www.eani.org.uk/services/education-welfare-service/ews-bullying>

### **Pupil behaviour and school discipline -**

<https://www.education-ni.gov.uk/topics/support-and-development/pupil-behaviour-and-school-discipline>

Other key policies are linked on the College website and/or available on request from the school office.

