

# Behaviour Policy

## **Rationale**

At Olive High School our mission is to care for and support each pupil so that they fulfil their potential, make outstanding progress and become successful learners, confident individuals and responsible citizens. We will be relentless in developing our skills, and work with our parents, Governors and wider partners to ensure that every pupil is known, contributes to our community and is fulfilled in achieving their ambitions.

Our Behaviour Policy has been formed around following agreed principles:

## **Principles**

1. Embrace our responsibilities as individuals and as members of our community.
2. We demonstrate the highest standards, in all respects, at all times
3. We promote tolerance, respect, trust, honesty, kindness and hard work
4. We celebrate success
5. We recognise positive contributions
6. We protect our community and its values.

## **Expectations**

The policy applies to all pupils throughout the school day. Pupils are also expected to act in accordance with the policy when they are:

- Taking part in school organised or school related activities
- Travelling to and from school
- When wearing school uniform, or
- Is in some other way identifiable as a Olive High school pupil

Pupils are expected to demonstrate positive behaviour towards staff, other pupils and all members of the school community at all times.

## **Home – School Agreement**

By signing the school application form, you agree to follow the policies of the school and agree to behaviour policy. This summarises expectations with regard to conduct, appearance, effort and behaviour.

# Olive High school

## Home - School agreement

'We care, we support, we achieve and strive for excellence in education'

At Olive High School our mission is to care for and support each pupil so that they fulfil their potential, make outstanding progress and become successful learners, confident individuals and responsible citizens. We will be relentless in developing our skills, and work with our parents, Governors and wider partners to ensure that every pupil is known, contributes to our community and is fulfilled in achieving their ambitions.

Upon enrolment of your child at Olive High, you accept to agree and follow the behaviour policy unreservedly.

### **To accomplish this we will all;**

- Embrace our responsibilities as individuals and as members of our community
- Demonstrate the highest standards in all respects, at all times
- Promote tolerance, respect, trust, honesty, kindness and hard work
- Celebrate success
- Recognise positive contributions
- Protect our community and its values

### **As a school we will;**

- Set and maintain high and consistent expectations of attitude to learning and behaviour for learning.
- Develop a relevant curriculum that promotes ambition and the lifelong love of learning.
- Plan highly effective lessons which build on prior learning and support outstanding levels of engagement and progress.
- Search for excellence through the quality of our teaching and learning.
- Provide regular and informative feedback to pupils, written and verbal, which will allow for outstanding progress to be made by all.
- Provide regular and accurate information to parents about the progress and achievements of their child in a manner which promotes ease of access.
- Develop positive relationships which promote excellent levels of self-esteem and independent thought.

- Value diverse strengths, interests and needs and promote equal opportunities for all through cultural, sporting, artistic and other curricular activities.
- Encourage and promote regular opportunities for pupil voice.
- Promote high aspirations and resilience in everyone.
- Use rewards consistently to celebrate success and recognise positive contributions.
- Foster a sense of pride, loyalty and belonging within our school, nurturing care and respect for each other, the school, our local community and society.

**As a Parent I will;**

- Ensure that my child attends school every day and is on time, dressed in the correct school uniform and with all necessary books and equipment for the day.
- Know and support the School's Behaviour Policy including regulations regarding school uniform, mobile phones, bullying and the use of social media and other platforms.
- Encourage regular completion of required homework, checking and commenting whenever necessary in the pupil planner.
- Communicate with school as soon as possible regarding any factor affecting their child's performance, wellbeing or attendance.
- Attend Parents' Evenings, and Information Evenings/ Events for an update on how my child is making progress and how this can be improved and supported even further.
- Encourage my child to participate fully in the life of the school including involvement in clubs, sports and enrichment activities.
- Look at my child's work, and check that teachers are providing support for my child's learning.
- Ensure that I know what my child's outstanding Progress Targets are and check that they are likely to meet them.
- Encourage and support my child with their homework and ask for help when needed.
- Review classcharts regularly, using it as a primary source of communication between school, parents and pupils.
- Encourage my child to ask for support from a teacher when needed.
- Understand that if my child has been on report during a academic year, they will not be permitted to attend any school trips (non-educational) and any trips / activities that involve overnight stay such as the DofE Award.

## **Attitude to Learning**

Attitude to learning has a positive impact on pupil progress. When higher levels are achieved pupils are more organised and able to work independently. This has a strong impact on attainment.

Attitude to Learning is recorded half termly for both key stages and reported to parents.

### **Pupil Attitude to Learning Scale**

<b>Grade</b>	<b>Description</b>	<b>Indepe</b>
I CAN... 5	<ul style="list-style-type: none"> <li>• Learn with independence and enthusiasm understanding what tasks have been set. I can complete them with little or no help from my teacher.</li> <li>• Complete my work to a high standard, showing a high level of effort and I always try to improve the quality of my work.</li> <li>• Use teachers' and other pupils' comments to improve my work. Based on these, my work shows evidence of progress.</li> <li>• Always take part in my learning by being involved in class discussion and being a leading or organising voice in group work.</li> <li>• Focus on achieving on and above my personal targets.</li> <li>• Always arrive fully equipped and uphold all rules regarding uniform and appearance</li> </ul>	
I CAN... 4	<ul style="list-style-type: none"> <li>• Work well when I am given some instruction by my teacher.</li> <li>• Complete my work to a good standard. I can show a good level of effort and take pride in my work.</li> <li>• Reflect on my learning and ask questions in order to make progress in my work. I can help others by making appropriate comments on their work.</li> <li>• Take part in my learning and be involved in class most of the time</li> <li>• Say what my personal targets are and try my best to achieve them.</li> <li>• Usually arrive fully equipped and nearly always uphold all rules regarding uniform and appearance without being prompted.</li> </ul>	
I CAN... 3	<ul style="list-style-type: none"> <li>• Work well when a teacher has given me clear instructions.</li> <li>• Complete my work but I sometimes need reminding of the task by my teacher.</li> <li>• Act on advice to make progress in my knowledge and understanding in class and sometimes make comments to support others' learning.</li> <li>• Take part in my learning and make a contribution to class sometimes.</li> <li>• Say what my personal targets are.</li> <li>• Occasionally forget some equipment and I mostly have full uniform worn correctly</li> </ul>	

I CAN...  
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- Show a little interest in my learning but not enough to make the progress I need to. I sometimes make some effort in class.

	<ul style="list-style-type: none"> <li>• Complete work with encouragement from my teacher.</li> <li>• Think about the advice given and I can sometimes make progress in my work. I rarely offer advice to others about how to improve their work.</li> <li>• Take part in class discussion or group work sometimes.</li> <li>• Say what some of my personal targets are.</li> <li>• Sometimes forget equipment and often have to be prompted about my appearance</li> </ul>	
<p>I DO NOT... 1</p>	<ul style="list-style-type: none"> <li>• Show much interest in my learning and progress.</li> <li>• Often try to complete work.</li> <li>• Take notice of advice given to help me to improve and there is no evidence of progress in my work.</li> <li>• Contribute in class. I usually do not take part in class discussion or group work</li> <li>• Try to understand what my personal targets are.</li> <li>• Usually bring equipment and frequently have to be prompted about my appearance</li> </ul>	

## Staff use: Attitude to Learning Scale

Grade	Description	In
5	<ul style="list-style-type: none"> <li>• Highly motivated independent learner</li> </ul>	<b>In</b>
4	<ul style="list-style-type: none"> <li>• Work is always completed to a high standard and shows initiative</li> <li>• A reflective individual who learns quickly from advice and experience</li> <li>• Always contributes in class</li> <li>• Strives to exceed targets</li> <li>• Well prepared with all equipment and always properly and smartly presented</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Works well with some instruction</li> <li>• Work is completed to a good standard reflecting some effort.</li> <li>• Volunteers to contribute in class</li> <li>• Seeks advice and tries to act upon it</li> <li>• Knows personal targets and attempts to achieve them</li> <li>• Has most equipment, most of the time and nearly always properly presented</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Works well when provided with clear instruction</li> <li>• Work is generally completed but lacks initiative</li> <li>• Advice is heeded and some progress is evident</li> <li>• Contributes in class</li> <li>• Knows personal targets</li> <li>• Occasionally forgets items of equipment and usually acceptably presented</li> </ul>	
1	<ul style="list-style-type: none"> <li>• Has a limited interest in learning</li> <li>• Completes work with encouragement</li> <li>• Rarely acts on advice</li> <li>• Sometimes contributes in class</li> <li>• Is aware of some personal targets</li> <li>• Frequently forgets or fails to have items of equipment and often has to be reminded of appearance</li> </ul>	
1	<ul style="list-style-type: none"> <li>• Little or no interest in learning</li> <li>• Often fails to complete work</li> <li>• Ignores advice and repeats mistakes despite intervention □ Rarely, if ever, contributes in class</li> <li>• Apparently unaware of targets</li> <li>• Rarely, if ever, is prepared for the lesson and often flaunts rules on appearance and uniform</li> </ul>	<b>Dependent</b>



## **Rewards**

Rewards and praise are motivational and encourage pupils to see that hard work, outstanding behaviour and success are valued within our school. Every pupil should have the opportunity to succeed and have that success recognised (see appendix 2 for strategies to encourage positive behaviour in the classroom).

When pupils demonstrate outstanding behaviour and meet or exceed expectations staff should reward pupils by entering on to the achievement log the appropriate credits. (See appendix 1 for examples of what pupils can receive credits for).

Pupils will receive reward points for just doing the right thing all the time. AtL scores in lessons will be awarded. Every lesson will start with a 4. If the pupil maintains that 4 they will receive 1 point. If they get moved up to a 5 they will receive 2 points. If a pupil is moved down to a 3 they will receive 0 points, a 2 will equate to -1 point and a 1, -2 points. Points will be added up each term and if a pupil reaches the required amount, they will be invited to a reward event.

If a pupil is in the top 20 in 3 out of 4 categories (AtL Score, Attendance, Punctuality and additional Achievement Points) they will receive an Excellence badge each term. The Excellence badge will entitle them to go to the front of the dinner line and give them access to other reward events and trips in school.

The Head teacher will award badges and certificates in Celebration Assemblies each term.

## **Managing Inappropriate Behaviour**

### **Planning for appropriate behaviour**

Planning lessons and taking into account the needs of all pupils, will reduce the likelihood of inappropriate behaviour. Lessons should engage and enable all pupils to make progress. Suggested strategies to use in lessons to manage behaviour are included in appendix two.

When a pupil's behaviour is inappropriate, staff will use the strategies given and use the behaviour management flowchart if it continues.

## **Behaviour Monitoring**

If the school deems it necessary, a pupil may be placed on report to monitor their behaviour. Parents will be contacted and consulted. The reporting system will follow several layers.

The system outlined below will supplement the Behaviour for Learning Policy by identifying clear levels of support for pupils. It outlines the role of all staff involved in the process and clearly shows the next steps for pupils who continue to underperform and/or demonstrate unacceptable behaviour.

At each stage support and advice can be sought from the Pupil Services and Curriculum Access Programme.

### **Stage 1: Subject teacher Support**

The subject teacher leads this initial stage of the process as they know their pupils well and should be aware of home, academic or personal issues that might impact on the pupil, as a result of Pastoral welfare Analysis tracking information provided by the pastoral welfare officer.

Meeting between subject teacher, pupil and if possible parents. If parents are not in attendance they need to be informed of the outcome. This will be written up and logged by the Pastoral welfare officer and the Headteacher informed.

The subject teacher will email relevant teaching staff requesting details of subject based interventions/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and Headteacher will have an overview of this.

Pupil to be placed on Green Report Card with agreed targets set by the Form Tutor. This card will run initially for two weeks with one of the following outcomes dependant on how the pupil engages with the process:

- All targets are met and pupil performance is back on track ~ the pupil is taken out of the process
- Targets are partially met and the pupil is engaging with the process ~ the process can be continued for a further two weeks for a maximum of six weeks in total.
- The pupil is not engaging in the process and is making little if any progress towards meeting the set targets ~ the pupil is referred to the Head of Year and Stage 2 will be implemented.

The Form Tutor must ensure key events are summarised and passed to the Head of Year so that a support log is built up.

## **Stage 2: Deputy Head**

This stage will be triggered by one of the following circumstances:

1. Escalation from Form Tutor Support Stage
2. Immediate implementation by Head of Year due to a significant level of underachievement identified through data tracking or an unacceptable number of behaviour incidents in a period of time.

The deputy head will take the lead at this stage contacting relevant subject teachers requesting details of subject interventions/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and Heads of Department will have an overview of this. The deputy head will arrange an initial meeting with the pupil, form tutor and parents. A Support Action Plan will be drawn up by the deputy head during this meeting.

The pupil will be placed on a Yellow Report Card Stage 2 and agreed targets will be set by the deputy head.

This stage of support will last for a maximum of six weeks and will be formally reviewed every two weeks when the Head of Year will decide whether:

- The pupil is taken out of the process
- Stage 2 continues for a further two weeks
- The pupil is moved to Stage 3 as insufficient progress is being made.

## **Stage 3: Headteacher**

Individual Behaviour Plan Pupils will be placed on this stage of the system if they have failed to engage successfully at Stage 2. The Headteacher will hold a meeting with the pupil, parent, Head of Year and any other relevant professionals.

An Individual Behaviour Plan (IBP) will be drawn up by the Headteacher during this meeting in the form of an IBP. The Headteacher will email relevant teachers requesting details of departmental intervention/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and the Headteacher will have an overview of this.

The pupil will be placed on a red report card Stage 3 and agreed targets will be set by the Headteacher.

This stage of support will last for a maximum of seven weeks and will be formally reviewed every two weeks when the Headteacher will decide whether:

- The pupil is taken out of the process
- Stage 3 continues for a further two weeks

- The pupil is moved to Stage 4 as insufficient progress is being made and the IBP is failing.

#### **Stage 4: Principal**

Most pupils would be expected to show significant improvement prior to this stage. Pupils will be placed on this stage of the system if they have failed to engage successfully at Stage 3 and are failing their IBP. The principal will hold a meeting with the pupil, parent, SLT and any other relevant professionals.

A new support action plan will be drawn up by the principal during this meeting in the form of a PSP. The principal will email relevant teachers requesting details of departmental intervention/support plans. Throughout the process the subject teachers, in areas of underperformance, must implement relevant interventions and Heads of Department will have an overview of this.

The pupil will be placed on a Pupil Support Card Stage 4 and agreed targets will be set by the principal.

This stage of support will last for a maximum of six weeks and will be formally reviewed every two weeks when the school will decide whether:

- The pupil is taken out of the process and moved back to an agreed stage.
- Stage 4 continues for a further two weeks (up to a maximum of six weeks)
- A managed transfer or alternative education is considered.

At this stage a pupil is in danger of being managed to a new school or being placed on alternative provision. School will seek external support to help the pupil and set targets to monitor the pupil over this period.

#### **The Choice System**

We are fortunate that the overwhelming majority of our pupils are polite and well behaved. Parents and visitors compliment Olive for our calm, orderly atmosphere and high standards of behaviour. We thank parents for their support, as it is important to have partnership and no mixed messages about high standards. The key word in the consequence system is 'choice'. Pupils choose their behaviour and therefore can choose to be rewarded or choose to be disciplined. Pupils will now only have 2 warnings in lessons before they 'choose' a consequence. Each consequence has a number:

C1 - warning

C2 - Second and final Warning C3

– 30 minute school detention

C4 – Removed from lessons 1 hour school detention

C5 – Internally Excluded from the site

C6 – Fixed Term Exclusion followed by a reintegration meeting

C7 – Permanently excluded from school

The 'C3' School detention will be 30 mins (3:45 -4:15) and if pupils do not attend the C3 detention they effectively 'choose' a 'C3 double' detention (3:45 – 4:45).

Fortunately detentions are not needed for the overwhelming majority of our pupils as they are a deterrent to help pupils make the right choice about their behaviour.

However, some pupils do make mistakes and therefore 'choose' the consequence.

Pupils will continue to be rewarded at school for having good ATLs in lessons and for displaying values that underpin our Olive high Charter. Staff will issue praise and achievement points. Pupils who choose to do well will receive certificates and will take part in reward events and trips; but most of all the pupils who behave well will no doubt be rewarded with wonderful exam results and a positive reference from school that they will use in applications for employment and further education.

### **How can parents support the new system?**

Parents are key to any behaviour system in schools. Parents should continue to reward and praise their child when good things happen at school and discipline their child if their child chooses to be badly behaved. Partnership and a consistent message from school and parents is critical.

### **How will parents be notified about detentions?**

A letter will be given to the pupil to hand to their parents. The letter will give details of time and date. The letter will also give notification if the pupil chooses to not attend the detention (or forgets) - then the pupil chooses a double detention the following day (1 hour)

### **Can all staff give School C3 detentions?**

Yes – any member of staff (including supply staff) who sees a pupil choosing to be badly behaved can log a C3 detention.

### **Does the C1 & C2 reset each lesson?**

Yes – If a pupil has chosen a C1 or C2 and had warnings in one lesson this does not carry over to the next lesson.

### **What happens if a child chooses more than one C3 in a day?**

The number of consequences are monitored by year teams and other staff. If a pupil is choosing to be badly behaved in more than one lesson then the year team will intervene. However, the detentions will need to be completed.

### **What happens to pupils who do not attend detention?**

If a pupil chooses not to turn up (or forgets) they will receive a 1 hour detention (C3 double) the following day.

### **What happens if the pupil has a prior engagement on the night of the detention?**

Parents should try in the first instance to rearrange the engagement to ensure their child fulfils the detention they have chosen. If this is not possible the parent will need to contact the year team before the day of the detention and provide evidence of the appointment. If the year team approve the appointment the detention will be moved to the following day.

### **Will these consequences be reported to the LA and impact on other aspects of pupils' education?**

The school reports names of pupils to the LA who have:

- Been internally excluded from the site a number of times.
- Received a fixed term exclusion
- Demonstrated racist or homophobic behaviours

The school will also use this information to write references for jobs, colleges and other schools. The school will also use this information when allocating rewards such as places on the Y11 end of year reward trips.

### **Has this consequence system been tried in other schools?**

Yes – it is used in many schools and has shown to have helped pupils make good choices about their behaviour.

### **Standards Cards**

Every pupil at Olive High School will be required to carry 2 cards with them at all times.

The #teamOlivecard will be used to reward good behaviours that emulate our Olive Charter. Once a pupil receives 5 signatures on the card, they hand the card in a 5

additional credits will be added to the system that will go towards reward events and trips.

The **Standards Card** will be signed if a pupil has incorrect uniform, forgets to bring equipment to school, such as their Planner, pens, pencils and PE Kit. The Standards Card can also be signed if a pupil is misbehaving outside of lessons, such as being out of bounds, having energy or fizzy drinks or chewing. Once a pupil receives 5 signatures the card will be kept by the member of staff and a c3 detention issued. If a pupil refuses to hand over their Standards Card or does not have it with them they will be issued with a c3 detention. The pupil will then be issued with a new standards card.

### **Other Incidents of Poor Behaviour.**

If a pupil chooses to not follow The Olive Charter then depending on the severity of the behaviour the school will use a range of strategies to correct it. The range of sanctions will include:

Consequences – decided by the Head of Year and Assistant Head teacher
<ul style="list-style-type: none"><li>• Credits taken away (number depends on severity of behaviour)</li><li>• Telling off and correction</li><li>• Contact with home</li><li>• Safer Schools Police Officer</li><li>• Restorative justice</li><li>• Short length detention</li><li>• Longer length detention</li><li>• Completing the missed work</li><li>• Removal from the lesson to work under supervision elsewhere</li><li>• Financial payback</li><li>• Confiscation of item(s).</li><li>• Report Card</li><li>• Community service e.g. litter picking, removing graffiti</li><li>• Setting Behaviour for Learning targets</li><li>• Behavioural contract</li><li>• Internal Exclusion</li><li>• Use of off-site intervention provision</li><li>• In line with the School's Exclusion Policy, use of external exclusion This list is not intended to be exhaustive but serves as an illustration of sanctions used.</li></ul>

### **Classroom Support**

On call staff will be on duty on a rota basis to support any member of staff who maybe experiencing difficulty in the classroom which they cannot resolve or cannot be resolved by the Head of Department. A pupil will have reached an ATL of 1. Any teacher may email the school office and an appropriate member of staff will be located as soon as possible. When the member of staff arrives they should be provided with information by the teacher as to what has led to the problem and which methods of dealing with it they have used. Should a member of staff be

required to remove a pupil from the class there should be clear evidence of the behaviour system having been followed. All call outs will be recorded through pupil services.

### **Monitoring, support and intervention**

Through the pastoral and guidance systems the School has staff whose role is to support pupil welfare and well-being. This includes helping to make explicit the School's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The School accepts that for a wide variety of reasons some pupils require additional support in order to learn and display positive learning behaviours. For these pupils the School will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision (including group work, counselling etc.), placement on a behaviour or Pastoral Support Programme and use of external expertise and short term placements, including Triple P, Pupil Referral Unit, Alternative Provision, Youth Offending Service, Young People's Drug And Alcohol Team, (see Directory of external agency support). Identification of need and progress will be monitored via the Head of Year, pastoral team and the involvement of parents.

### **Bullying**

Olive High School has a clearly defined policy on 'Anti Bullying', this Behaviour for Learning policy should be read in conjunction with this policy.

### **Positive Handling**

Olive High School has adopted the Team Teach protocols and techniques for positively handling pupils. Members of staff are legally permitted to use reasonable force to:

- Prevent pupils committing an offence
- Prevent injury to themselves or others or damaging property
- To maintain good order and discipline in the classroom The Head teacher and school staff may use force as is reasonable when conducting a search without consent. All actions requiring positive handling must be logged with the Assistant Head teacher in the Team Teach folder (stored in pupil services) Parents will be informed in all instances. Staff should attempt to calm the situation and use a number of de-escalation techniques before the child is handled. The amount of control used must be commensurate with the age, size, gender and degree of violence exhibited by the pupil.



### **Power to Search Without Consent.**

Schools have legal powers for a member of staff to confiscate, retain or dispose of any of a pupil's property.

In the event of any suspicion that a pupil is carrying prohibited items e.g. weapons, alcohol, drugs, stolen goods, tobacco and cigarette papers, fireworks, pornographic images or any item banned by the school rules this power will be used.

The items will be disposed of according to the documentation 'Screening, Searching and Confiscation – advice for Head teachers, Staff and Governing Bodies'.

### **Complaints Procedure**

Every parent and pupil has the right to make a complaint regarding the management of behaviour at Olive. Many systems exist to allow this to happen e.g. open door policy, mentoring, and official complaints procedure and appointment system.

Should malicious accusations be made against school staff, there will be disciplinary actions set at the discretion of the Head teacher, including exclusion.

### **Exclusions**

A severe breach of school rules may lead to a fixed term exclusion from school. In order to minimise the damage to a pupil's progress a pupil may first be excluded to our alternative, internal provision, Respite. Parents will be informed. Decisions regarding exclusion will be taken by the Headteacher or Deputy Headteacher in consultation with the Assistant Headteacher for Personal Development, Behaviour and Welfare. The decision to exclude will not be taken lightly. The exclusion checklist will be followed (see Appendix 3). There will first be an investigation to determine the facts and obtain a balanced view. Written statements will be taken, when possible. It is important that serious incidents should be referred to the Head, SLT or HOY/Pastoral Team immediately.

Once the decision to exclude has been made arrangements to contact parents and send the child home should be made. No pupil will be sent home during the school day without first agreeing the course of action with a parent/guardian; and sanctioned by the Head teacher or SLT. In most cases pupils will be either collected by a parent, escorted home to a parent by school staff or remain in Respite until the end of the day.

An excluded pupil should be sent home with sufficient suitable work which should be returned at the end of the exclusion. The DfES guidelines will be strictly adhered to. Letters must be sent home, meetings with parents set up and Governors and LA

informed of action as necessary. Where necessary, the Governors Panel should meet within the required timespan.

Pupils admitted back into the main body of the school will have first had a return to school interview (parents, Head of Year and SLT), the return to school pro forma will be filled in. The pupil will be on an ATL report card to closely monitor their behaviour and support their integration back into lessons. Other support may be put in place if needed.

Every effort will be made to avoid permanent exclusion from school. In the event of this being considered the school will ensure that every possible level of support and action has been taken prior to referral to the Governing Body.

Incidents which **may** result in exclusion include:

- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Foul / offensive language used in school, against a pupil or member of staff
- A false allegation against a member of staff
- Bringing the school into disrepute in any way
- Bullying
- Theft
- Racial / homophobic abuse
- Damage or attempting to damage school property
- More than one suspension from school
- Possession of a mobile phone or using a mobile phone

Incidents which **will** result in **immediate** exclusion include:

- Physical assault against a pupil
- Physical assault against an adult
- Persistent refusal to co-operate with reasonable direction from the senior leadership
- Bringing or using an illegal substance(s) in school e.g. E-cigarettes/Vapes
- Bringing a weapon such as a knife or any other dangerous tool into school
- Drug or alcohol related
- Sexual misconduct
- Criminal activity which would be subject to a police investigation
- Persistent disruptive behaviour
- Making videos on school premises

This list is not exhaustive and if the school feels that any act or behaviour which goes against the vision and ethos of the school will be dealt with accordingly.

### **Pupil Appearance**

Pupils are expected to attend school correctly dressed in full school uniform. This includes ensuring that hair styles are appropriate and make-up, jewellery and body piercings are not worn. Uniform should be worn correctly including cardigans. Shoes should be worn, not trainers, long boots or sports boots such as converse. In the event of very poor weather pupils may wear boots to come to school but footwear **MUST** be

changed on arrival.

If a pupil has any issue with their uniform, a pink slip is issued by the form tutor for a short temporary period until the issue is resolved. If a pupil arrives at school wearing make-up a make-up wipe will be provided on the first occasion. Pupils who repeatedly fail to adhere to the rules will be isolated in Respite and Parents will be contacted.

## **Mobile Phones**

- Whilst we appreciate that some pupils may choose to carry a mobile phone for safety purposes, their use in school can be very disruptive and have caused distress to others when they have been used to bully other pupils. Additionally, irresponsible internet use, taking photographs of other children and having inappropriate images on phones will not be tolerated.
- As a result all mobiles **MUST** be turned off and handed into school reception whilst in school for safekeeping. These can be collected at home time.
- Any pupil caught using a mobile phone on school premises during school hours will have it confiscated and the issue will be expressed as a breach of the behaviour policy
- Mobile phones can be searched without consent (see below) if a member of staff has grounds to believe that it contains pornographic images. These can be deleted or handed to Police.

## **Mobile Technology Policy**

Inappropriate use of mobile devices in school has:

- Disrupted learning in the classroom
- Compromised the safety and wellbeing of individual pupils
- Undermined good order and discipline

As a result the following applies:

1. Pupils may bring mobile technology devices into school as it is recognised to maintain their safety on the way to and from school.
2. Mobile technology devices must be switched off and handed into reception first thing in the morning
3. No mobiles between the hours of 08.30 and 15.00
4. Parents and pupils wishing to contact each other during the school day should do so through the school reception and office
5. The use of mobile phones to intimidate other pupils is unacceptable and constitutes a form of bullying. The sending of offensive or threatening text messages is illegal and pupils doing so will be subject to the harshest of consequences.

The following are strictly banned:

- the use of camera phones to film images of pupils
- other filming/use of video footage
- the filming of teachers/school staff
- the use of mobile phones to transmit or show obscene/unacceptable images

6. All devices should be clearly marked with the pupil's name. The school accepts no responsibility for replacing lost, stolen or damaged mobile technology.

7. Mobile devices may only be permitted on school trips at the discretion of the Headteacher.

8. It is parental responsibility to ensure appropriate internet filters are in place on any mobile device used to access the internet outside school.

### **Protocol for non-compliance by pupils on school premises.**

Mobile phones will be confiscated and returned at 3pm. A C3 detention will be issued by the teacher confiscating the phone.

### **Confiscation and the Law**

The confiscation of items such as mobile phones is lawful as outlined under the Education and Inspections Act 2006. At Olive High, the Principal has delegated the authority to confiscate items such as mobile phones to all staff as a lawful disciplinary penalty. Confiscated items will be kept safe until returned as per policy (above).

### **The Support of Parents**

This policy is made very clear to pupils and parents. If parents do not wish a phone to be confiscated then they should ensure that their children follow this policy as the consequences will be strictly and consistently applied.

### **Detentions and Respite**

#### **Detentions**

Teachers have a specific legal power to impose detentions outside school hours.

Detentions will operate on a 3 tier system and can be given for a variety of reasons. We do not advocate the use of whole class detentions as this rarely serves to solve an issue and often results in the alienation of those pupils who do support positive behaviour for learning.

The formality and length of the detention will increase as the severity of the misdemeanour increases.

Parental consent is not required for a detention; however we will ensure that whenever possible parents will be given 24 hours written notice including the date, location and duration of any detention given after school ends at 3.00pm.

A pupil should be kept behind for only a short time with a maximum of 10 minutes without parental notification but this must not prevent him/her from using the usual mode of transport home.

When imposing a detention staff must be aware of any circumstances which are likely to put the pupil at risk, e.g. travel or caring responsibilities.

In some circumstances detentions can be set on non-teaching days i.e. Staff Training Days and weekends. Pupils given school detentions must be recorded on ATL log.

### **Tier 1 - Subject/Form Tutor Detention**

- These are usually given for more minor offences e.g. low level disruption, repeated failure to bring equipment, homework not brought in after the second opportunity, lack of planner etc.
- Detentions can be arranged at lunch or after school to a maximum of 15 minutes.
- These will be recorded.

### **Tier 2 - Departmental/Pastoral Detention**

- This would be given in the event of repeated misbehaviour or if a misdemeanour is deserving of a more serious punishment or if a pupil has deliberately failed to attend a subject/form tutor detention. SLT links must be used in the event of a pupil failing/refusing to attend a department/pastoral detention. Repeated defiance/refusal may result in a Head teacher's detention.
- Detentions can be arranged at lunch or after school to a maximum of 30 minutes.
- Pastoral welfare officer will record these.

### **Tier 3 – Head Teacher Detention**

- These are given for repeated or more serious acts of misbehaviour.
- The Detention will take place in a central venue for both KS3 and KS4.
- The names of relevant pupils should be given to the Assistant Head teacher by HOYs and HODs by the Friday of the previous week.
- Detentions are held on Friday evenings and last 60 minutes.
- They will be manned by the Head teacher and/or SLT on a rota basis.
- Heads of Year to escort pupils to the detention
- Any pupil who disrupts detention will spend the next school day in respite.

- Letters to parents/carers will be posted and the detention recorded on SIMs.
- A copy of the letter will also be given to pupils.
- Any pupil who is absent from school will serve the detention on the following week.
- Any pupil who refuses to attend detention will be withdrawn from lessons the following Monday and the detention will be served on that day at 3 pm. 19
- In the detention pupils will typically copy out the Olive High Charter, highlight the keywords; they will write a letter to school explaining the targets they will aim for to improve their behaviour.
- Headteacher will record the detention

### **Same day detentions**

School can issue a pupil with a detention that must be served that same evening. This will usually be for a more serious incident such as truancy or misbehaviour in 'Respite'. Parents will be contacted by phone and text message to notify them of the detention.

### **Tier 4 - Respite (internal isolation)**

- A pupil will be referred to Respite as a Tier 4 sanction.
- This will be a referred process by a member of the SLT. This will be for a serious act of misbehaviour (such as truancy, bullying or persistent defiance), that if continued could potentially result in a fixed term exclusion.
- If a pupil disrupts Respite they will be spoken to by a member of SLT and their time in Respite will be extended to a second day and a same night detention completed. Repeated failure to behave properly may result in exclusion.

### **IF A PUPIL IS REFERRED TO RESPITE HE/SHE WILL:**

- Complete a reflection sheet
- Complete all work set
- Follow the Respite Rules and maintain an ATL of 4 or 5 for a whole day.
- Will lose 10 credits.

### **REFERRING A PUPIL TO RESPITE**

A pupil will be referred to the Respite when:

- There has been a serious incident of poor behaviour that has prevented pupils from learning
- There has been disregard for the school mission statement and The Olive High Charter
- A pupil's behaviour places them under the threat of a fixed term exclusion Pupil

Headteacher will collate data on the use of Respite.

#### **Tier 5 – Fixed Term Exclusion**

Olive High School operates its fixed term exclusion policy. Parents or guardians will be informed and work will be provided. On returning to school on reintegration meeting will take place with the Headteacher and another member of the Senior Leadership Team.

#### **Tier 6 – Permanent Exclusion**

Olive High School operates its own permanent exclusion policy.

#### **Key Requirements / Legal Duties**

This policy responds to the requirements of the Education Act 2011, the Education and Inspections Act 2006 and Independent Schools Standards Regulations 2014. This includes the requirement that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents (School Information Regulations 2008).

The school acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEN.



## Appendix 1 – Behaviour Credit Values

Credit	Value	Debit	Value
Outstanding classwork	1	Detention – late x 3	5
Outstanding homework	1	Detention - payback	5
5	1	Detention – form tutor	5
Improved ATL	1	Detention – subject teacher	5
Role model – in class	1	Detention – Department	10
Role model – in school	1	Detention – Head of Year	10
Citizenship	1	Detention – Head teacher	15
/ Polite / Well mannered	1	Incorrect Uniform – e.g.	5
Attending revision class	1	Trainers	
Attendance 100% - week	1	Planner	5
Attendance 100% - half term	5	Equipment	5
Attendance 100% - term	10	SLT	5
Attendance 100% - year	20	Call Out	5
Punctuality 100% - week	1	Respite – each lesson	5
Punctuality 100% - half term	5	Respite - 3 in one day	20
Punctuality 100% - term	10	Respite – 4 in a half term	20
Punctuality 100% - year	20	Respite – 5 in a half term	25
Form tutor award – half term	20	Respite - 6 in a half term	30
Head of Year award	2	Homework	10
Department award	5	Behaviour in class	5
Achievement of the week – nomination	2	Phone call home – negative	5
Achievement of the week – winner	1	Letter home – negative	10
Ambassador	2	Chewing gum	5
Helper / guide	5	Attendance – decline	10
Representing school team	5	Attendance letter	15
Representing school - other	2	Punctuality – late to school	5
Accelerated Reader	2	Punctuality – late to lesson	5
Prefect duties – term	2	Fixed term exclusion – 1 day	20
Student council representative – half term	10	Permanent exclusion	100
Whole school council – half term	5	Bullying	20
Meeting target grade	5	Physical assault – student	20
Exceeding target grade	2	Physical assault – adult	20
Postcard – department	5	Verbal abuse – student	20
Postcard – Pastoral	2	Verbal abuse – adult	15
Pupil of the month – department	2	Theft	15
Pupil of the month – pastoral	2	Continued persistent disruptive behaviour	20
Certificate	2	Racial / homophobic	20
Subject Expert	2	Drugs / alcohol	20
Praise letter	2	Damage / vandalism	20
Improved attendance	2	Sexual misconduct	20
Improved punctuality	5		100
	5		

## Appendix 2 – Guidance and strategies for teachers

### Expectations

Students are expected to....	This means students should ...	So that.....
Arrive to lessons on time and with the correct equipment	Move quickly but safely between lessons Have what they need (e.g. PE kit, calculators) for the lesson ready at the start of the day Bring their correct books and Planner to class Have these out ready at the start of the lesson, without the teacher asking Wear the school uniform correctly Be punctual to lessons	Learning can start quickly and without interruption
Speak to everyone politely and with respect	Use appropriate words in all conversations with staff and other people in the school Not use swear words or words that might offend (e.g. racist or homophobic words) to anyone they talk with Listen to what others say before speaking Speak calmly, without shouting	Everyone feels safe and happy in school
Take responsibility for their learning	Complete classwork to the best of their ability Ask for help with their work Hand in homework on time Work cooperatively with others so everyone else can learn Accept when they make mistakes	Students can make outstanding progress in all areas of their work
Follow staff instructions	Listen to what they are being asked to do Do as asked, without arguing Speak to a teacher at the end of the lesson (or	A calm and productive learning environment is established

	another time) if they want to talk about something	
Care for the school environment	Put rubbish in the bins Eat in the correct areas of the school Report any damage to teachers/staff Use equipment carefully and safely Not chew gum in school	The school remains a smart and safe place to work

### **Classroom Management Strategies**

Positive Intervention strategies

Staff are often good at finding something positive to say about a student's work but where there is an expectation of positive behaviour there is less inclination to praise it. We must strive to recognise and celebrate appropriate behaviour.

Behaviour will improve if praise is used in a ratio of 5-1 against correction. Praise will be well received if it is:

Personal

Genuine

Appropriate and measured

Specific

Consistent

Used regularly

### **Ways to Praise**

- Nod of recognition
- Smile
- Thumbs up
  
- Verbal praise and encouragement
- Tick in a book
- Comment in a book
- Use of credits

- Loyalty card

- A stamp in a book
- Display work on the wall
- Recognition to other staff
- Note to parent in the planner, by phone, by letter, on Parents' Evenings
- Thank the students for doing it right!
- Recognise good appearance
- Recognise good manners, kindness to others.
- Recognise good preparation.

Teachers are expected to manage behaviour in their classroom through outstanding teaching and using their own behaviour management techniques. Examples are given below but these are not exhaustive.

### **Strategies to try**

- Try a variety of non-verbal techniques- e.g. raise an eyebrow, shake the head.
- Proximity control. Move closer to the child or the child closer to you.
- Plan interventions in advance- consider your environment. Have a seating plan. Save a late seat. Ensure that the 'expectations of students' is clearly displayed and refer to it and the rewards and consequences.
- Avoid confrontation. Use the system without emotion. "If you choose to..... then you choose to accept the consequence. See, it's here on the wall."
- Allow take up time. Teachers on average allow 0.7 seconds to give some reply. Give time to respond. "Let the silence do the heavy lifting".
- Focus on what the misbehaving child should be doing, not on what they shouldn't be doing.
- Increase student output by giving a set time for the completion of work. Reduce time available rather than increasing the amount of work. Short term goals needed.
- Never be late. It sends messages about the level of respect you afford students.
- Always keep up with marking. Unmarked work lets students think that you don't care if it's completed or not. Mark to the school policy.
- Do not threaten any sanction that you are not prepared to carry out.
- Private correction is better than public humiliation.

- Avoid challenges. If you dare a student to misbehave he/she is more likely to take you up on it.
- Beware of mass-punishment. If a child misbehaves then he/she should bare the responsibility, not the entire group. If you don't know who it was then it is far better to drop it rather than alienate the students who are doing it right.
- Never walk past an incident of bad behaviour. It challenges your authority and that of every other member of staff in the school. If you cannot solve it get help quickly.
- Avoid physical contact with children that may encourage horseplay.
- Be aware of how to keep yourself safe from accusations by following the guidelines in the Handbook
- Use BFL objectives alongside learning objectives eg to be successful in today's lesson you need to listen to others, wait your turn

### **Charlie Taylor's Behaviour checklist for teachers**

<p><b>Classroom</b>            Know the names and roles of any adults in class.            Meet and greet pupils when they come into the classroom.            Display rules in the class - and ensure that the pupils and staff know what they are.            Display the tariff of sanctions in class. Have a system in place to follow through with all sanctions.            Display the tariff of rewards in class. Have a system in place to follow through with all rewards.            Have a visual timetable on the wall.            Follow the school behaviour policy.</p>	<p><b>Teaching</b>            Ensure that all resources are prepared in advance.            Praise the behaviour you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).            Differentiate.            Stay calm.            Have clear routines for transitions and for stopping the class.            Teach children the class routines.</p>
<p><b>Pupils</b>            Know the names of children.            Have a plan for children who are likely to misbehave.            Ensure other adults in the class know the plan. Understand pupils' special needs</p>	<p><b>Parents</b>            Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.</p>

### **STUDENT OF THE WEEK**

Staff will be prompted to nominate students for achievement of the week. These will be nominated by staff and emailed to the Exams and Marketing Officer by Thursday 3.00pm to go on the school website the following week.

### **Departments and Year Groups**

Departments and Year Groups are encouraged to recognise and reward students who are making progress and meeting expectations.

These could include:

Pupil of the month – department, year, etc.

Postcards - once every half term will send a maximum of 15 postcards (top 3 perYear)

Certificates

Subject ambassadors

Subject experts

Form / Year Group ambassadors

Nominated for achievement of the week.

These would need to be recorded on SIMs to ensure students receive credits. Student display boards in departments are encouraged.

### **Student Achievement Display Board**

Students who achieve any of the various levels / badges will have their name added to the Student Achievement Roll of Honour.

Form groups and Years with the best ATL, attendance, number of credits, etc. will be rewarded and recognised. Heads of Year will be responsible for updating their board on a weekly basis.

### **Appendix 3**

Exclusion Checklist

Before reaching the decision to exclude, head teachers should make reference to the Department for Education document: "Exclusion from maintained schools, Academies and pupil referral units in England" (in use from September 2012). This check list is not a replacement for the guidance; it is a good practice guide which references the guidance where appropriate.		
No.	Guidance /Advice	Notes
<b><u>1</u></b>	'Informal' or 'unofficial' exclusions, such as sending pupils home to 'cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded (para.14).	
<b><u>2</u></b>	Where practical, head teachers should give pupils an opportunity to present their case (para.17). Interview the	

	pupil, in the presence of another adult, taking notes of questions asked and answers given, using the pupil's ownwords.	
<b>3</b>	If the pupil is able to do so, ask for a written account of the incident - if the pupil is too upset to do this at the time, ask for this as soon as possible after the incident - if the pupil refuses to give a written account, note the refusal.	
<b>4</b>	to, the incident - ensure these are done as soon after the incident as possible and that they are attributed, signed and dated - anonymity should not be routine nor automatic. (para.111 refers to witness statements for an Independent Review Panel but it would also be good practice for Governors Disciplinary hearings).	
<b>5</b>	Take in to account any contributing factors that might be identified. For example, where the pupil has suffered bereavement, has mental health issues or has been subject to bullying (para.18).	
<b>6</b>	Consider whether the pupil's behaviour was a serious or persistent breach of the school's discipline policies and (this is a two-part test which must be met for every exclusion) whether allowing the pupil to remain in school would affect the education or welfare of the pupil or of others in the school (para.16);	
<b>7</b>	Consider whether the pupil has a Statement of SEN (paras.11,22-24), is a looked-after child (paras.22-24), is from an ethnic minority group (paras.20- 21), or has any other issues which may have affected his/her behaviour on this particular occasion;	
<b>8</b>	Consider whether there is any discrimination under the Equality Act 2010 (paras.8-10);	
<b>9</b>	Consider the support given to the pupil by the school to address any behavioural issues (para.18);	
<b>10</b>	Consider whether all reasonable alternative strategies to exclusion have been tried;	
<b>11</b>	If appropriate, consult with others (e.g. Statementing Officers, Social Workers, Exclusions administrator or any other relevant professionals) but not anyone, such as a member of the school's governing body, who may later take part in the statutory review of the decision.	
<b>12</b>	The exclusion should be discussed between the Headteacher or Deputy Headteacher and the Assistant Headteacher for Behaviour to establish that the exclusion is in keeping with exclusions given for similar situations / incidents. (Fair and just) Recommendations for length of exclusion made to Headteacher/Deputy Headteacher	
<b>Once the decision has been taken to exclude</b>		
<b>13</b>	must notify the parents, without delay and ideally by telephone, of the period of the exclusion and the reasons for it (para.25)	



<b>14</b>	must provide information in writing to the parents, without delay, confirming the exclusion and providing all necessary information (paras.26-37)	
<b>15</b>	must, for a permanent exclusion, tell the LA without delay (para.38), by contacting the Exclusions Administrator by telephone and ensure the exclusion is logged correctly on SIMS, giving details of start date and reason	
<b>16</b>	must, for fixed period exclusions, ensure the exclusion is logged correctly on SIMS, giving details of start date, end date and reason	
<b>17</b>	must inform the governing body or Clerk to the Governors Disciplinary Committee (GDC) of the exclusion so that any necessary meeting can be arranged within the statutory time limits (para.38 and para.52)	
<b>18</b>	should make arrangements for the pupil to receive homework during the exclusion period and set these out in the exclusion letter (para.49) - it is good practice for there to be a named contact given in the exclusion letter so that parents know who to talk to if there are any problems with these arrangements	
<b>19</b>	should, if a GDC hearing is necessary, prepare paperwork for the Clerk to circulate to all parties (para.58)	
<b>20</b>	<p>should consider arrangements for reintegrating the pupil at the end of the exclusion period, bearing in mind that conditions cannot be imposed on the return to school (para.12).</p> <p><b>Reintegration meeting to take place with the parents and student—HoY and SLT link.</b></p> <p>A range of reintegration strategies to be offered (examples include):</p> <ul style="list-style-type: none"> <li>• Report card to monitor behaviour</li> <li>• Time out card</li> <li>• Time in the Bridge</li> <li>• Mentoring from Head of Year / Learning mentor</li> <li>• Connexions appointment</li> <li>• Referral to BIT</li> <li>• Referral to CAMHS</li> <li>• Drug screening tool</li> <li>• Referral to Drugs and Alcohol team</li> <li>• Referral to TAZ</li> <li>• Referral to PREVENT</li> </ul>	
<p>NB. If a GDC hearing needs to be arranged, the Clerk to the GDC must make all arrangements and liaise with all parties - it is important that the head teacher does not discuss the exclusion with governors who may be involved in the GDC, before the meeting.</p>		

<b>Date approved by SLT and Board of Governors</b>	<b>Date of next review</b>
<b>27/04/2023</b>	<b>27/04/2025</b>