

**OUR LADY'S ABINGDON (OLA)
POSITIVE BEHAVIOUR POLICY**

This policy, which applies to the whole school, is publicly available on the OLA website and, upon request, a copy may be obtained from the School Office (this can be made available in large print, or another accessible format).

Document Details

Information Sharing Category	Public Domain
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Authorised by (if required)	The Governing Board
Responsible Area	Head, Leadership Team and Governing Board

We comply with the Government guidance and regulations, currently in force, regarding COVID.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood, and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Monitoring and Review: This document will be subject to continuous monitoring, refinement and audit by the Head. This document was reviewed and agreed by the Board of Governors in September 2021. If significant systemic and procedural changes occur; or if legislation, regulatory requirements or best practice guidelines demand, the policy will be reviewed accordingly prior to September 2022.

Signed:

Daniel Gibbons
Head

Freddy El Turk
Chair of Governors

Reviewed: September 2022
Next Review: September 2023

Scope: This policy constitutes guidance for all staff, including non-teaching staff and governors and is referenced within:

- OLA improvement plans
- OLA Safeguarding (Child Protection) Policy and 'Keeping children safe in education- currently in force'
- the OLA *School Counselling Policy; Relationships and Sex Education and Health Education Policy*
- *Pupil Care Plans* in cases where a pupil's mental health is connected to a medical issue
- OLA *SEND policy* where a pupil has an identified special educational need or disability.
- Our *Positive Mental Health and Wellbeing Policy*

Pupils, staff and parents/carers have an input in developing this policy so that it remains a 'live' document that is reviewed and responsive to the evolving needs of the OLA community.

1. Introduction

“Whatever you do, do it well”

Discipline is a collective responsibility. It is the responsibility of all teaching staff to ensure that OLA’s Positive Behaviour Code is applied fairly and consistently, without regard to age, disability, gender/gender reassignment, race, religion & beliefs or sexual orientation. This is also referenced in our *Pastoral Care Policy – Structure and Relationships, our Community Cohesion Policy and Single Equalities Policy*.

It cannot be over-stressed that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos, where self-confidence and self-esteem of pupils is promoted by regular encouragement, praise, congratulation and affirmation. Our school culture is dominated by a mutual respect between pupils and staff and will lead not only to harmonious relationships but also to the fulfilment of the pupils’ potential both academically and socially. Well planned, engaging and differentiated lessons also contribute significantly to the behaviour and progress of all pupils.

At OLA we pride ourselves on the relationships we build with our pupils. Pupils will occasionally get things wrong; it is our responsibility as adults to foster a restorative approach and always model ‘Positive Behaviour’ in our approach to any given situation, whether on site or off site (See *Educational Visits and Offsite Activities Policy*).

Whilst promotion of good behaviour is rightly our goal, it will sometimes be necessary to employ sanctions in order to enforce school rules, to reflect the seriousness of a misdemeanour, to deter individuals from repeating the behaviour and to deter others from committing the same offence.

The OLA Positive Behaviour Code clearly outlines roles and responsibilities for all staff. It stresses the need to employ appropriate sanctions effectively and consistently and, crucially, offer pupils a restorative approach to conflict resolution. It places significant emphasis on supporting pupils and making them aware of the choices they are making. It identifies opportunities to reward and celebrate pupil achievement.

2. Roles and responsibilities

Head:

The Head will be involved at the highest level of application of the Positive Behaviour Code. The Head is present at:

- Head’s events to celebrate academic success (eg: Monthly Head Teacher Award)
- Return to school meetings for excluded pupils and parents

Deputy Head:

The Deputy Head supports and liaises with the Assistant Heads over the application of the Positive Behaviour Code. This may involve assisting with investigations, supporting with interviews or consultation/advice over sanctions.

Assistant Head (Safeguarding and DSL), Assistant Head (Pastoral) and Assistant Head (Academic):

The Assistant Heads oversee the Positive Behaviour Code and apply it in day-to-day situations, after consultation with the Heads of Section.

Heads of Section are responsible for specific year groups. The sections are as follows:

Lower School Coordinators – Rachel Smales & Vanessa O’Reilly

Head of Year 7 & Transition – Jessica Lynch

Head of Middle School (Year 8&9) – Jeral Cooper

Head of Upper School (Year 10&11) – Andrew Jackson

Head of Sixth form – Lel Lawson

Assistant Head of Sixth – Andy Weekes

With regard to interventions and sanctions, the Deputy Head, Assistant Heads and Heads of Section make decisions based on the individual situations and circumstances that are driven by the need to make reasonable adjustments if appropriate

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and by the absolute understanding that sanctions must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says that the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

SENDCo:

The SENDCo advises staff on how best to support and manage the individual needs of SEND and SEMH pupils, with a view to managing behaviour in a positive way in the classroom. Pupil passports are drawn up after consultation with staff, parents and the pupil. The ELSA can advise on support for SEMH pupils.

School Counsellor:

The school counsellor supports the Positive Behaviour Code by guiding pupils towards positive behaviour and listening to pupil needs.

Nurse:

The school nurse supports the Positive Behaviour Code by monitoring the medical needs of pupils, particularly conditions which may impact behaviour around school.

Staff:

All members of staff are aware of the Equality Act and are able to identify which pupils have SEND and how best to support and manage their individual needs. Regular training takes place to support staff. All members of staff are reminded that behaviour and expectations are taught and learnt. Staff are expected to follow the Positive Behaviour Code and BASIC's (OLA's pupil expectations) to promote clarity and consistency across OLA.

It is understandable that the age and maturity (or comparative lack of) will lead to some individuals and groups requiring more low-level reminders and reminders to best support them. Professional judgement inevitably guides this but there may be occasions when the pastoral team (Heads of Section, Assistant Heads and Deputy Head) may make explicit references to alternative approaches for certain individuals. This will usually, though not necessarily always, be communicated via the Pastoral Bulletin or referred to in staff briefings.

2. Rewards

As a school, we recognise that a key part of developing the potential of the pupils is offering praise and encouragement. Praise is a key part of good classroom teaching and vital to positive staff/pupil relationships. We encourage our pupils to strive for excellence, following our school motto *'Whatever you do, do it well'*. Our school values celebrate achievement, excellence and contribution in all aspects of school life.

Positive Behaviour System

All behaviours are linked to the ClassCharts system. Teachers can download an app or access this system directly online. Parents and pupils also have their own dedicated apps so that everyone is able to monitor pupil achievements and sanctions.

Positive behaviour points accumulate and can then be exchanged for prizes in the online reward store. Points are also linked to the house system and contribute to the house cup.

Positive points should be awarded every lesson and are designed to reward all aspects of pupil life, not just behaviour and academic achievement. Teachers should try and award a minimum of 3 pupils per lesson from the categories available on the system.

Positive Behaviour System

Monthly Head Teacher Award
Pupils who achieve 50 positive points or more in one calendar month will have the opportunity to meet the Head and celebrate their achievement with a drink and a slice of cake. They will also receive a formal letter home and be added to the book of achievement.
15 or More Points in One Week
Pupils who achieve 15 or more positive points in one week will be added to the weekly prize draw held in assembly at the start of the following week. A number of pupils will be selected at random to receive a voucher for a treat from Café Mall. Parents and Pupils will also receive an email of congratulations via ClassCharts.
Positive Behaviour Level 3
Exceptional work will be awarded 3 points (occasionally a superstar award of 5 points may be awarded) Parents and Pupils will be alerted via the ClassCharts app.
Positive Behaviour Level 2
Very good work will be award 2 points. Parents and Pupils will be alerted via the ClassCharts app.
Positive Behaviour Level 1
Good work will be award 1 point. Staff should aim to award a minimum of 3 pupils per lesson Parents and Pupils will be alerted via the ClassCharts app.
Positive Verbal Feedback
Verbal praise given regularly in all lessons. There is no need to formally record this on the ClassCharts system

Examples of how Positive Behaviour Points should be awarded for:

Academic Work

- Remaining on task for the duration of the lesson
- Positive contribution in class
- Outstanding Homework
- An outstanding piece of work
- Consistently good academic achievement over a number of pieces of work
- Going the extra mile
- Perseverance.
- Good progress (1pt)
- Very good work (2pts)
- Exceptional work (3pts)
- Superstar award (5pts)

Departmental policies should reflect this to ensure consistency across the school.

Contribution Outside of Lessons

- Showing compassion for others
- Helpfulness
- Regular attendance/contribution at clubs
- Positive leadership
- School tours for visitors to the school
- Work in the Library
- Contribution to school productions
- Contribution to school performances
- Contribution to school sport
- Contribution to House events
- Contribution to life outside of school
- Demonstrating resilience
- Sharing
- World literacy challenge
- Friendship

The Reward Store & Prize Draw

Pupils can redeem their ClassCharts points in the online 'Reward Store'. Points can be saved up for larger rewards and redeemed by the pupil when they have enough for the prize of their choice.

Once a week during whole school assemblies, all pupils who have been awarded 15 or more positive points in the previous week will be entered into a prize draw where they can win a voucher for a treat from Café Mall regardless of which year group they are in.

3. Sanctions and Support

Any form of contact with home and any sanction or support offered to a pupil by anyone must be recorded and logged on Classcharts.

Statement in compliance with DfE requirements

Corporal punishment is prohibited under any circumstances in accordance with section 131 of the School Standards and Framework Act 1998.

'Physical intervention':

See Positive Handling Policy – Use of Reasonable Force

Physical intervention may, however, be used to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil).' A dedicated team of our staff have been formally trained in the practice of positive handling and would be called upon if a situation of this arose. However, teachers and other school staff have a statutory power to use reasonable force to restrain pupils in a number of circumstances as set out in Section 93 of the Education and Inspections Act 2006. Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Negative Behaviour System

Cumulative Sanctions
<p>Pupils who accumulate 5 or more negative behaviour points in one week will be issued a 30-minute Head of Section detention to be served the following week. Parents and Pupils will be alerted via the ClassCharts app.</p>
Non-Negotiable Behaviours
<p>All Non-Negotiable behaviours will result in -3 ClassCharts points. Parents will be informed of the issue by email/phone/meeting Non-negotiable behaviours are categorised as the following: Racism, Sexism, Homophobia, Transphobia, any form of Discrimination against protected characteristics, Child on Child Abuse (including but not limited to; physical and sexual abuse, sexual harassment and violence, emotional harm, on and offline bullying, teenage relationship abuse) & Vandalism More serious sanctions may be implemented by LT for certain behaviours.</p>
Negative Behaviour Level 5
<p>1 hour after-school detention with an Assistant Heads - a minimum of 24 hours' notice will be given to parents if an after-school detention is given. Parents will be required to collect their son/daughter from reception at 5.00pm on the day that detention is served. Parents and Pupils will be alerted via the ClassCharts app along with a phone call home to discuss the reason for the after-school detention. This could be given for persistent offenders of a particular sanction or non-negotiable behaviours</p>
Negative Behaviour Level 4
<p>30 Minute Head of Section detention on a Friday lunchtime. Assistant Heads, Parents and Pupils will be alerted via the ClassCharts app.</p>
Negative Behaviour Level 3
<p>30 Minute Head of Faculty detention served the following day. Head of Section, Parents and Pupils will be alerted via the ClassCharts app.</p>
Negative Behaviour Level 2
<p>Class Teacher 20 Minutes detention served during the next break/lunchtime. Head of Section, Parents and Pupils will be alerted via the ClassCharts app.</p>
Negative Behaviour Level 1
<p>Logged on the ClassCharts system -1 point deducted. Parents and Pupils will be alerted via the ClassCharts app.</p>
Verbal Warning
<p>2x Verbal warnings given, opportunity for pupils to correct their own behaviour. There is no need to formally record this on the ClassCharts system.</p>

There is also a –1 “Warning of non-negotiable’ negative behaviour that can be recorded if required.

Negative Behaviours

Negative behaviours are also recorded via ClassCharts. This will alert both pupils and parents to the sanctions that have been given, via the ClassCharts app. Heads of Section and Assistant Heads will be alerted to repeat occurrences of negative behaviour. The sanctions are implemented on a scale and all staff are expected to follow the model above.

4. Application of Negative Behaviours Scale:

Classroom Teachers

The classroom teacher tries to resolve initial problem(s) using a restorative approach. All pupils should be given the opportunity to correct any negative behaviour by responding to a verbal warning and a final reminder. If this does not happen the classroom teacher may deduct a ClassCharts point and record what has happened on the system (level 1). If this is unsuccessful then a class teacher detention may be logged on the system (level 2). This results in a 20-minute detention with the teacher who has issued it, during the next available break/lunchtime.

Classroom Teachers are expected to follow **the Scaling Sanctions Procedure** for Classroom Management and liaise with Heads of Faculty over issues relating to work and progress. **Class teachers must not award level 3 or above sanctions** without the previous levels having been applied. Once level 3 has been reached, all subsequent levels of sanction can only be implemented by **Heads of Section or the Leadership Team**.

Heads of Faculty & Subject Coordinators

Heads of Faculty & Subject Coordinators may make use of specific departmental strategies to promote good behaviour and learning.

Heads of Faculty & Subject Coordinators at OLA ensure consistently high levels of teaching and learning across the whole department. Heads of Faculty are required to organize Level 3 sanctions in which a 30-minute detention will be served by a pupil who has already received a level 1 & 2 sanction and continued to fail to correct their behaviour. Recording a Level 3 sanction would notify the Head of Section, Parents and pupils via the ClassCharts app.

Form Tutor

Form tutors can record sanctions, if necessary, for negative behaviour during form time.

It is the form tutor's responsibility to have a constant overview of all members of their form.

Form tutors are required to download weekly reports for their form for both positive and negative behaviour (via ClassCharts) <https://www.classcharts.com/activity/groups>

Any patterns of negative behaviour identified should then be passed onto their Head of Section. If a pupil receives 3 or more negative points within a single week (or before) a notification will be automatically generated and sent to the form tutor and head of section. The form teacher should discuss this with their tutee to establish what has been going wrong. This may then be escalated to the Head of Section if necessary.

Head of Section

When pupils continually fail to meet expectations a Level 4 sanction may be implemented. This would place them in a Friday lunchtime detention with their Head of Section during the next Friday lunchtime. This sanction would also be communicated to the Assistant Heads, the parents of the pupils concerned and the pupils themselves via the ClassCharts app.

The Heads of Section will liaise regularly with both the Form Teachers and the Assistant Heads. The Heads of Section may deem it appropriate to implement an individual behaviour plan or pastoral support programme such as a weekly target booklet and/or weekly meetings with the pupil. If the problems persist, the Heads of Section will refer the situation on to the Assistant Heads, who will request to meet with parents to discuss the problem.

Assistant Heads

A level 5 Sanction would result in an after-school detention for 50 minutes with one of the Assistant Heads on with either a Tuesday or a Thursday. Level 5 sanctions can only be awarded by the Leadership Team or Heads of Section. These would be for serious offences or repeat offenders.

Leadership Team

The Leadership Team as a whole works collaboratively to support high standards of behaviour and pastoral care

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across the school. The Deputy Head & Assistant Heads are responsible for monitoring the Positive Behaviour Code;

making sure that it is applied consistently and offering support and guidance where necessary. All parental contact regarding pupils given Level 5, after school detentions will be done by the Assistant Head; these are viewed as very serious offences.

The Head of Section may refer pupils on to the Assistant Heads, who in turn may refer extreme cases to the Deputy Head. At this point, the pupil may be at serious risk of permanent exclusion, isolation, fixed term exclusions and/or escalation of external agencies or Children's Services support (if appropriate). Central to all of this will be significant parental involvement. At the point of Deputy Head referral to the Head (either for failure to respond to support and sanctions over time or as a result of a one-off serious offence) a pupil may be permanently excluded from OLA.

WEEKLY TARGET BOOKLETS

Context and Justification

Weekly Target Booklets aim to offer a positive, pupil-centred approach to monitoring behaviour and/or promoting academic achievement. Weekly Target Booklets are individual to each pupil. They are versatile, record events both inside and outside of the classroom and demand weekly reflection from the pupil. They allow pupils to focus on key areas and are positive and unambiguous since they are target based. They encourage a monitoring system where everyone is kept informed: pupil, parent, subject teacher and Form Teacher.

Process

To place a pupil onto a Weekly Target Booklet, the following process takes place:

- The Form Teacher discusses the issue with Head of Section.
- Once the monitoring is under way, the Form Teacher and Head of Section discuss its success and decide after each week whether to remove the pupil from the system.
- The targets may change if the pupil and Form Teacher decide that would be beneficial.
- As parents view and sign the booklet every day, they are an integral part of the process.
- If a pupil is not responding to the target booklet, the Head of Section will liaise with the Assistant Heads and decide on an alternative course of sanction.

5. Non-Negotiable Behaviours

Non-negotiable behaviours may bypass the levels of sanction. For extreme offences the Leadership Team may issue more serious sanctions appropriate to the behaviour. Parents will be alerted to the situation via email/phone or a face-to-face meeting. Non-Negotiable Behaviours, after school detentions and fixed term internal/external exclusions can only be implemented by Heads of Section and the Leadership Team.

Whenever a pupil is issued with a fixed term exclusion, parents will be informed in advance and there will be a formal reintegration meeting with the Head and the Deputy Head. Work will be set for the pupil during the time of the fixed term exclusion. If a pupil is permanently excluded from OLA, parents will be informed of their right to appeal against the decision (See OLA's *Exclusion Policy*)

Zero Tolerance Approach to issues of Sexual Harassment, Peer on Peer Abuse and Sexual Violence

See *Sexual Violence and Sexual Harassment Inc. Peer on Peer (Child on Child) Abuse Policy*.

OLA stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

Behaviours relating to extremist views

See *Preventing Extremism and Radicalisation Policy*

Behaviours breaching our online safety policy

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See *Online Safety Policy, including social media*

Behaviours which actively promote negative mental health and wellbeing in others

See *Positive Mental Health and Well Being Policy*

Malicious accusations against staff

Any pupils who are found to have made malicious accusations against staff will be interviewed with their parents by the Head. Depending on the precise circumstances, this will usually result in permanent exclusion.

Any other inappropriate behaviour witnessed outside of the classroom

Members of staff should challenge the pupil and inform the relevant Section Head if necessary (who may consult with the Assistant Heads as appropriate). Any negative behaviour witnessed by a member of staff outside of the classroom should be recorded on ClassCharts by the staff member who witnesses it and should follow the same scaling sanctions as in class behaviour.

Smoking (See *Alcohol and Illegal Substances Policy*)

This will usually result in fixed term exclusion.

Any Form of Abusive Behaviour towards another pupil (See *Anti-bullying Policy*)

This will usually result in fixed term or permanent exclusion. OLA has a zero-tolerance policy to any form of abuse.

Any Form of Abusive Behaviour towards a member of staff

This will usually result in fixed term or permanent exclusion. OLA has a zero-tolerance policy to any form of abuse.

Possession of drugs or alcohol (See *Alcohol and Illegal Substances Policy*)

This will usually result in permanent exclusion.

6. Possible Scenarios for application of sanctions

It is impossible to cover every single possible scenario. Discussion with the Heads of Section and Assistant Heads will be necessary on some occasions. However, below are some general guidelines.

Disruptive behaviour in lessons (failure to abide by BASICS pupil expectations)

Follow the Classroom Management Scaling Sanctions procedures outlined in the Positive & Negative behaviour Code.

Behaviour which contravenes the Health and Safety Policy

Behaviour which puts a pupil or others in danger by creating a health and safety issue, will be dealt with according to the individual situation and the level of risk created.

Failure to do work, including Homework

Follow the Classroom Management Scaling Sanctions procedures outlined in the Positive & Negative behaviour Code.

Mobile Phones used during the day (See *Online Safety Policy* – mobile phone section)

Phones should not be used within the school buildings & grounds, unless permission has been given by a member of staff. Any pupil caught using their mobile device without permission will be issued with a scaling sanction in line with the Positive Behaviour Policy – we DO NOT confiscate mobile phones from pupils.

Breach of Academic Integrity (See *Academic Integrity Policy -includes Plagiarism*)

Cases will be looked at on an individual basis and may have to be referred to external bodies if the breach relates to public exam procedures.

Inappropriate Uniform (See *School Uniform Policy*)

All members of staff should challenge a pupil over inappropriate uniform and ask him/her to adjust the uniform immediately. Failure to comply will result in the pupil being issued with a scaling sanction in line with the Positive Behaviour Policy. Repeat offenders will be issued with a Head of Section detention, followed by an Assistant Head detention.

Chewing Gum

Offenders will be issued with a scaling sanction in line with the Positive Behaviour Policy. The staff member who notices the offence is responsible for the sanction given. Repeat offenders will be issued with a Head of Section detention, followed by an Assistant Head detention.

Bullying (See *Anti-bullying Policy*)

Procedures for dealing with bullying as explained in the anti-bullying policy should be followed. As a minimum, offenders would normally be dealt with both/either Head of Section & Assistant Heads. OLA has a zero-tolerance policy to any form of abuse and bullying, including cyber-bullying, prejudice based bullying and any form of discriminatory bullying (including protected characteristics).

