

Positive Behaviour Policy



OLA
OUR LADY'S
ABINGDON

“Whatever you do, do it well”

INTRODUCTION

Discipline is a collective responsibility. It is the responsibility of all teaching staff to ensure that the School's Positive Behaviour Code is applied fairly and consistently, without regard to race, gender or seniority – and should be consistent from person to person and from occasion to occasion as far as is possible, given that each case is reviewed on its merits.

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. A school culture which is dominated by a mutual respect between pupils and staff will lead not only to harmonious relationships but also 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.

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.

All members of staff are aware of the equality Act and the School's learning support register, including how best to support and manage individuals. 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 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.

All members of staff are reminded that behaviour and expectations are taught and learnt. Staff are expected to follow the Positive Behaviour Code to promote clarity and consistency across the School. However, 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.

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

Head of Lower School – Jane Fairbairn

Head of Year 7 & Transition - Stephanie Page

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

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

Head of Sixth form – Elizabeth Lawson

Our Lady's Abingdon, Senior School - Positive Behaviour Code Michaelmas 2020 (Review Michaelmas 2021)

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, meaning that whatever they do, they should do it well, regardless of ability. The school values and celebrates 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 behaviour, not just academic achievement. Teachers should try and award a minimum of 3 pupils per lesson from the categories available on the system. Please feel free to suggest additional categories to be rewarded.

Positive Behaviour System

Monthly Principal's Award

Pupils who achieve 50 points or more in one month will have the opportunity to meet the principle and celebrate their achievement with tea and 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. Parents and Pupils will also receive an email of congratulations via ClassCharts.

Positive Behaviour Level 3

Exceptional work will be awarded 3 points (or 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 hot chocolate from Café Mall.

SANCTIONS AND SUPPORT: ROLES AND RESPONSIBILITIES

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

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’ 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).’

Lower School (Years 3-6) - In addition to Positive Behaviour Points in ClassCharts (See Above)

STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR (Rewards)

- Children are given responsibilities within the school, especially within Year 6.
- The buddy system: within a buddy family, the older children are encouraged to set a good example to the younger members of their buddy family.
- The children are encouraged to bring in any awards or certificates to share these achievements in our Celebration Assembly held every Friday.
- House points may be given for academic achievement, extra effort made on work and outstanding behaviour. The school will be given a weekly update of house points. The leading house will have their colours displayed on the trophy at the entrance to the hall. A half-termly trophy is given for house points achieved and the corresponding house ribbon is displayed on the trophy.
- An award (Certificates of Excellence) can be given by any member of staff to praise good, considerate behaviour and good work where extra effort has been put in by the child. These are awarded during our Celebration Assemblies by the Head of Lower School.
- Verbal praise for positive behaviour and good work.
- Positive comments in exercise books where relevant.
- Teacher’s own reward systems, e.g. marbles or stickers.
- ‘Player of the Week’ for playing well in matches.
- PSHEE strategies within the classroom (e.g. circle time)
- Through RE lessons, Class Collective Worship and PSHEE lessons.
- Children’s work is displayed throughout the school to encourage self-esteem and confidence.
- School reports which are a vehicle for constructive criticism and praise.
- Headteacher Awards are given out half-termly by the Principal.

Negative Behaviour System

Cumulative Sanctions
Pupils who accumulate 5 or more negative behaviour points in one week will be issued a 30 Head of Section detention in the following week. Parents and Pupils will be alerted via the ClassCharts app.
None-Negotiable Behaviours (Bullying/Vandalism etc)
All Non-Negotiable behaviours will result in -3 ClassCharts points. Parents will be informed of the issue by email/phone/meeting More serious sanctions may be implemented by LT for certain behaviours.
Negative Behaviour Level 5
Afterschool detention with the Assistant heads for 50 minutes on the next Tuesday or Thursday evening. Parents and Pupils will be alerted via the ClassCharts app.
Negative Behaviour Level 4
30 Minute Head of Section detention on a Friday lunchtime. Assistant Heads, Parents and Pupils will be alerted via the ClassCharts app.
Negative Behaviour Level 3
30 Minute Head of Department detention served the following day. Head of Section, Parents and Pupils will be alerted via the ClassCharts app.
Negative Behaviour Level 2
Class Teacher 20 Minutes detention served during the next break/lunchtime. Head of Section, Parents and Pupils will be alerted via the ClassCharts app.
Negative Behaviour Level 1
Logged on the ClassCharts system -1 point deducted. Parents and Pupils will be alerted via the ClassCharts app.
Verbal Warning
2X Verbal warnings given, opportunity for pupils to correct their own behaviour. There is no need to formally record this on the ClassCharts system.

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.

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 Department over issues relating to work and progress. Class teachers must not award level 3 or above sanctions without the previous levels having been applied.

Heads of Department

Heads of Departments may make use of specific departmental strategies to promote good behaviour and learning.

The main focus of a Head of Department at OLA is to secure consistently high levels of teaching and learning across the whole department. Heads of Department 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. 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). Any patterns that they identify will then be passed onto their Head of Section.

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 the Head of their section, on the next Friday lunchtime. This sanction would also inform the Assistant Heads, Parents and Pupils via the ClassCharts app.

The Heads of Section liaise regularly with both the Form Teachers and the Deputy Head. They may deem it appropriate to implement an individual behaviour plan or pastoral support programme such as: weekly target booklet and/or weekly meetings with the pupil. If the problems persist the Heads of Section will pass the pupil onto the Assistant Heads, who will request to meet with parents.

Assistant Heads

A level 5 Sanction would result in an after-school detention for 50 minutes with one of the assistant head on with either a Tuesday or a Thursday. Level 5 sanctions can only be awarded by the Leadership team and 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 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 Year Tutor 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 Principal (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 the school.

Non-Negotiable Behaviours

Non-negotiable behaviours 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.

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 Principal 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 the school, parents will be informed of their right to appeal the decision.

Malicious accusations against staff

Any pupils who are found to have made malicious accusations against staff will be interviewed with their parents by the Principal. 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 Year Tutor if necessary (who may consult with the Deputy Head).

Smoking

This will usually result in fixed term exclusion.

Abusive Behaviour towards another pupil

This will usually result in fixed term or permanent exclusion.

Abusive Behaviour towards a member of staff

This will usually result in fixed term or permanent exclusion.

Possession of drugs or alcohol

This will usually result in permanent exclusion.

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 Tutor discusses the issue with Head of Section. Once the monitoring is under way, the Form Tutor 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.

MISCELLANEOUS

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

Follow the Classroom Management Scaling Sanctions procedures outlined in this code.

Failure to do work, including Homework

Follow the Classroom Management Scaling Sanctions procedures outlined in this code.

Mobile Phones used during the day

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 & Negative behaviour code.

Inappropriate Uniform

Members of staff should all 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 & Negative behaviour code.

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 this code. The staff member will be issued with a scaling sanction in line with the Positive & Negative behaviour code. 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

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.

Lower School Sanctions (not linked to ClassCharts)

If children have difficulty following school and/or class rules then staff will follow these procedures:

Initially, verbal warnings and/or discussions will take place with the relevant member of staff, most probably, but not exclusively, the Form Tutor. Teachers will use their own sanction systems within the classroom, e.g. loss of privileges, time out etc.

For persistent bad behaviour pupils will miss their break or lunch times and will be given appropriate pieces of work to complete during that time.

Other sanctions which may be employed, not necessarily in any particular order, include the loss of privileges such as club time, community service (e.g. litter picking), confiscation of property (if this is deemed appropriate), withdrawal from lessons (time-out) or exclusion from school trips, sports events or fixtures etc.

The loss of club time will take place at the earliest opportunity. Pupils will attend supervised sessions instead of their club and extra work may be given if this is felt appropriate by the relevant member of staff. This may take the form of a written explanation of their behaviour or a letter of apology.

Pupils may be referred to the Head of Lower School or Principal for further warning/discussion and a subsequent action plan put in place. This could include the use of individual behaviour books to record any incidents.

In extreme and serious cases, detentions may also be enforced if this is felt appropriate by the Head of Lower School and Principal after consultation with relevant staff.

If a child is persistently misbehaving, the teacher may at any stage in the process inform parents and will agree with them on a strategy to address the issues. This may involve a meeting between parents, relevant staff and the Head of Lower School. If deemed necessary, the Principal will attend the meeting.

Sanctions are given at the discretion of the relevant members of staff and do not necessarily occur in any specific order. Serious misdemeanours, for example, may be referred directly to the Head of Lower School or Principal for their attention.

Serious misdemeanours will be discussed with parents, the Principal, Head of Lower School, Form Tutor and Head of Learning Support (if appropriate). Detentions, fixed term or permanent exclusion may apply in these circumstances. Where necessary, referral to support agencies will be made with parental permission.