



Olchfa Behaviour Management Policy

The Olchfa Behaviour Management Policy aims to support the *Olchfa Equal Opportunities Statement of Commitment* and should be read in conjunction with the Equal Opportunities Policy. Olchfa pupils are encouraged to behave in ways that promote and embody our Core Values. We expect Olchfa pupils to be:

- **Respectful** - does the behaviour display respect to themselves and/or others?
- **Ready** - are pupils properly prepared to learn (state of mind/equipment)?
- **Safe** - are pupils behaving in a way that may cause harm to themselves or others?

We are proud of behaviour at Olchfa and this is reinforced by our insistence that pupil behaviour is **Respectful, Ready and Safe**. We encourage and support pupils so that they develop excellent relationships for learning; we expect them to use language that is positive and affirmative when engaging with staff and other pupils. Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief will not be tolerated. When relationships break down, we help pupils to engage restoratively with other pupils and/or members of staff. Positive behaviour management at Olchfa ensures that our pupils are able to access their key Rights of:

Learning - (Articles 13, 28 and 29 UNCRC)

Being Heard - (Article 12, and 30 UNCRC)

Feeling Safe - (Articles 3, 19 and 36 UNCRC)

Feeling Valued- (Articles 3, 12 and 13 UNCRC)

These are our expectations:

Olchfa Classroom Expectations

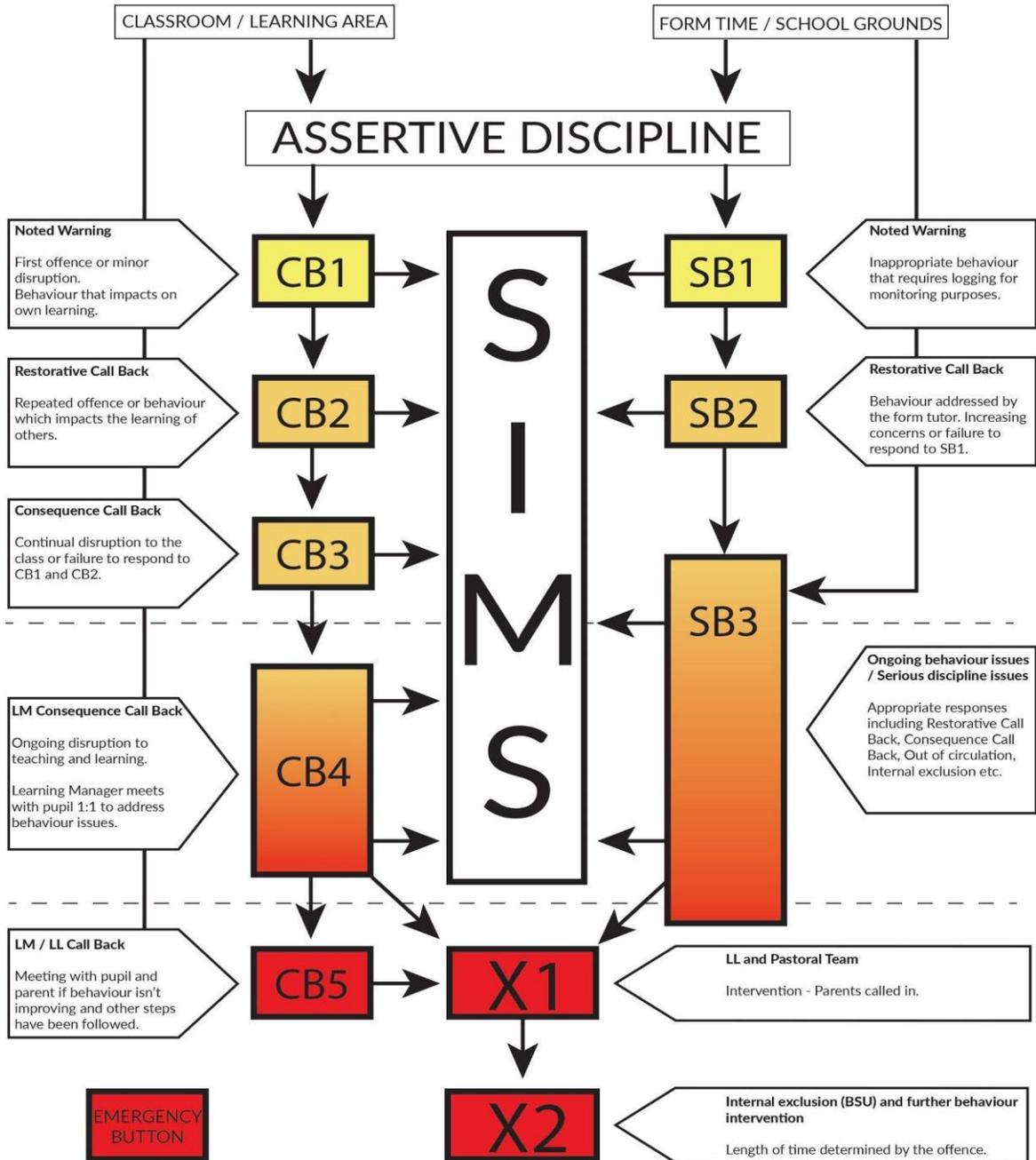
1. Show respect for your teachers and other pupils at all times, by participating in lessons to the best of your ability.
2. Arrive at lessons promptly and ready to learn
3. Take responsibility for your own safety and the safety of others in all classroom activities

Olchfa Whole School Expectations

1. Show respect for all members of the school community and school property
2. Move quickly and efficiently to lessons and other activities
3. Behave responsibly both inside and outside of the school buildings to ensure the safety of all

Interventions implemented as a result of following the Olchfa Behaviour Management Policy will be free of any bias in relation to the protected characteristics as referenced in the Olchfa Equal Opportunities Policy.

BEHAVIOUR



Classroom and Learning Area

Appendix 1.

Teacher - Learning Manager - Learning Leader

Responsibility for addressing classroom issues lives with the individual classroom teacher until CB4; it is at that point that additional support is actioned in the form of LM intervention, followed by LL.

These are examples of behaviours; it is not an exhaustive list:

CB1 - Noted warning on SIMS (**no Call Back**), as a result of:

- Failure to comply with basic classroom expectations, despite Assertive Discipline strategies being used
- Failure to bring appropriate equipment to lessons
- Minor, low level disruptive behaviour that impacts their own learning

CB2 - Noted warning on SIMS followed by a **Restorative Call Back** with the classroom teacher, as a result of:

- Repeated failure to comply; behaviour is not changing
- Ongoing failure to bring appropriate equipment to lessons
- Disruptive behaviour which impacts the learning of others

CB3 - Noted warning on SIMS followed by a **Consequence Call Back** with the classroom teacher as a result of:

- Continued/ongoing disruption during lessons
- Continuing to have a negative impact on the learning of others
- Failure to respond to CB1/CB2

CB4 - Noted warning on SIMS followed by a **Consequence Call Back** with the Learning Manager (and teacher if appropriate) as a result of:

- Ongoing disruption to teaching and learning
- Not responding to the interventions of the classroom teacher ; a refusal to buy into the alternative strategies being offered by the classroom teacher
- Failure to respond to previous interventions
- Defiance
- No change in behaviour or mindset in relation to the subject/subject teacher

CB5/X1 - Noted warning on SIMS followed by a **Consequence Call Back** with the Learning Leader/ potential further pastoral team intervention, as a result of:

- Serious and ongoing concerns over behaviour and subsequent lack of academic progress
- Serious and ongoing concerns over the impact on the learning of others
- Refusal to engage with any interventions or support strategies offered
- Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief.

PLEASE NOTE - Any member of staff entering behaviour at CB5/X1 level must also email the relevant Learning Leader and PGW so they are made aware immediately.

Emergency Button - this should be pressed when there is a risk that pupils may do harm to themselves or others; aggressive or threatening behaviour towards others in the class (including staff) should trigger the button to be pushed. If the behaviour means that other students in the class are unable to learn should also trigger this response.

Form Time, Out of Lessons and School Grounds

Appendix 2.

All Staff (Particularly Staff on Duty) and Form Tutors

Responsibility for promoting positive behaviour during Form Period is the responsibility of the Form Tutor. All other behaviour around school is the responsibility of us all. We need to be ruthless in our consistency in applying Assertive Discipline, promoting positive behaviour and in challenging any inappropriate behaviour when we encounter it. The first level of intervention is always:

Assertive Discipline (teachers on duty speaking firmly to pupils about their actions - no record on SIMS), which will usually cover minor, low level anti-social behaviours such as:

Mindless bad language (not racist or part of ongoing bullying), spitting on the floor, splashing other students, bottle tossing, rudeness to other pupils, rough play etc. - NB. this is not an exhaustive list; staff should use their professional judgement when assessing if behaviour requires further follow up

First time uniform offences and punctuality concerns can also be dealt with through positive dialogue in the first instance by the Form Tutor. Listed below are the sanctions in place for when Assertive Discipline has not worked:

SB1 - Noted warning on SIMS and a **Restorative Call Back with the Form Tutor** as a result of :

- Ongoing uniform concerns (after form tutor has used assertive discipline and positive dialogue); defiance of school rules
- Ongoing punctuality/lateness
- Inappropriate/anti social behaviour around school that may include things such as:
Dropping Litter, dropping chewing gum, defiance of a reasonable instruction from a member of staff, offensive or upsetting comments or other such behaviours of a similar nature/level of seriousness

SB2 - Noted warning on SIMS and a **Consequence Call Back with the Form Tutor (possible LL/PGW intervention)** -

EMT LL/SLT Detention here (to be confirmed) as a result of:

- Failure to respond to SB1 - ongoing defiance
- More serious inappropriate behaviour around school that may include such things as:
First instance of truancy,
First time use of mobile phone,
Misuse of the internet and/or school ICT systems,
First time smoking offence,
Unauthorised selling of foodstuffs or other materials on school premises

SB3/X1 - Recorded on SIMS and referred to LL and PGW to determine appropriate action, consequence and intervention strategies. This stage will capture most ongoing/unresolved issues of seriously defiant behaviour and the more serious behaviour issues. LL/PGW's can use Senior Staff Detention, Out of Circulation and Internal Exclusion (BSU) as appropriate. Behaviour at this stage may include:

- Repeated breaches of rules, particularly regarding mobile phone use, smoking, selling on premises
- Filming/photographing students without their consent
- First offence of stealing
- Smoking inside the school building
- Cheating in an examination/test

- Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief (after investigating such incidents, LL/PGWs may escalate to X2 or refer to the Headteacher for consideration of a fixed term/permanent exclusion)

X2 - Recorded on SIMS - the most serious level of inappropriate behaviour; these actions will again involve an internal exclusion (BSU), the length of which will be determined by the nature/context of the incident and how well the pupil responds in relation to behaviour modification and accepting responsibility for their actions. The school can extend the period of an exclusion if it is necessary to achieve appropriate behaviour modification.

We will require parents to attend an Exit Meeting at the end of the fixed term internal exclusion so that an agreement can be made regarding expected future behaviour. Behaviours warranting this type of exclusion include:

- **Fighting and/or encouraging others to fight**
- **Off-site truancy**
- **Bullying/Victimisation of others**
- **Swearing at a member of staff**
- **Any aggressively discriminatory comment or action relating to race, gender, faith, orientation or disability**
- **Selling cigarettes/vapes**
- **Assault on another pupil**
- **Deliberately setting of the fire alarm**
- **Possession of cannabis, alcohol or any controlled substance (police involvement likely to be sought)**

PLEASE NOTE - Any member of staff entering behaviour at SB3/X1/X2 level must also email the relevant Learning Leader and PGW so they are made aware immediately

There are some behaviours that may result in a **permanent exclusion**, these include:

- **Ongoing bullying, despite repeated interventions**
- **Assault on any staff member**
- **A particularly vicious assault on another pupil**
- **The bringing of any dangerous weapon to school or the use of an item as a weapon in a way which is threatening and dangerous to others**
- **The supply of cannabis or other controlled substances**

Please note the lists above cannot cover everything. Where an action occurs which is not formally listed below, staff will use their judgement to sanction that behaviour at the most appropriate level, balancing the needs of the individual with those of the school community as a whole. Please remember that the Headteacher can sanction any behaviour at any level, at any time.

All actions will be considered in the context in which they took place. Aggravating factors which worsen the impact of an action will be considered, and may lead to the school extending its action beyond the typical stage listed above. Where actions are repeated, especially within a short space of time, students can expect the school to intervene at a higher than typical stage.

Classroom Behaviour Guidance

At the heart of our Behaviour Policy at Olchfa are the principles of **Positive, Relentlessly Consistent Adult Behaviour, Relationship Building** and effective **Assertive Discipline**. If we get this aspect of our work right, we should be able to avoid entering the recorded behaviours element of our Behaviour Policy.

Assertive Discipline - Points to consider in creating an effective environment for learning:

- A strong **Teacher Voice** - use an assertive rather than hostile tone. Never speak over students; expect silence when you are speaking. Avoid nagging, threatening or getting angry
- High Expectations for Student Behaviour; share expectations and ensure they understand the school's disciplinary procedures
- Relentlessly consistent responses to certain behaviours; refer to Olchfa Pupil Expectations, offer positive support strategies and enforce appropriate consequences when appropriate
- Motivate students to quickly follow directions and to get and stay on task
- Build trusting relationships for learning with pupils
- Have the vigilance and vision to recognise any off task behaviour; zero in and quickly defuse any potential disruption before it escalates
- Ensuring the promotion of the *Equal Opportunities Statement of Commitment* as found in the Olchfa Equal Opportunities Policy

An explanation of key terminology:

Call Back - when a member of staff requires a pupil to return to discuss their behaviour (outside of lesson time, at the teacher's discretion). There are two types of call back:

- **Restorative Call Back (RCB)** - when a pupil is called back to discuss their behaviour and to agree a set of strategies/expectations for improved future behaviour
- **Consequence Call Back (CCB)** - when a pupil is called back, behaviour is discussed and reflected upon, but the pupil is given some form of sanction (time for reflection, catch up on work etc.). An extended discussion agreeing a set of strategies/expectations for improved future behaviour

These **Call Backs** are central to our discipline structure. Without meaningful dialogue and opportunities to reflect and agree a way forward, we cannot expect the negative behaviours or attitudes of our pupils to change. They are also an opportunity to rebuild any relationships that may have been damaged as a result of any negative in class interaction.

Olchfa Classroom Expectations

We expect Olchfa pupils to promote safety and show respect for learning by:

Arriving at lessons promptly and in an orderly fashion; you should be appropriately dressed (in line with the uniform policy) and fully equipped

Queueing in an orderly fashion outside your classroom until your teacher invites you in

Taking off any coat/jacket and place it on the back of your chair as soon as you enter the classroom; if you have a bottle of water you can place it on your desk (no cans or soft drinks allowed)

Sitting within your teachers designated seating plan; settle down quickly and quietly

Responding positively and responsibly to all learning activities presented by your teacher

Engaging with all learning activities to the best of your ability

Respecting other pupils and their right to learn in a safe, calm and positive working environment

Being an active listener when working with others or when the teacher is talking

Following carefully, any safety rules that apply; you have a responsibility to keep yourself and other pupils as safe as possible

Putting your hand up in order to ask a question if there is anything you are unsure of

Packing away quickly and quietly when told to do so, placing your chair under the desk before leaving the room; leave the room as neat and as tidy as when you arrived

Speaking positively and respectfully to your teachers and other pupils

Reporting any incidents of discrimination to the class teacher in line with the Olchfa Equal Opportunities Policy

Things we don't expect to see in lessons:

Food; all food/snacks must remain in your bag until lunchtime or break time

Chewing; no chewing gum is allowed in school

Mobile phones/headphones; these are not to be out unless you are given specific permission by a member of staff for a work related task

Litter; any mess you create during the lesson must be disposed of appropriately

Discrimination; Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief

Appendix 5. **Olchfa Whole School Expectations**

When in the corridors, out on the yards or on the playing fields, we expect Olchfa Pupils to show respect and promote safety by:

Walking calmly down the corridors and up/down stairs, always observing the one way system

Holding doors open for other students/staff members when appropriate

Moving around, play and interact with others in a safe and appropriate manner

Queueing in a calm and respectful manner when waiting to go in for breakfast or lunch

Placing your bags in the appropriate places (on shelves); bags are never to be kept underneath stairwells

Playing ball games (except for Basketball), on the playing fields only; you can pass balls around on the demountable yards but you are not to play competitively

Interacting respectfully with all staff who are on duty during break and lunch times; they are around to help keep you safe

Disposing of your litter in an appropriate fashion; we all have a responsibility to keep our school environment clean and free from rubbish

Responding to the first bell promptly so you can arrive at lessons on time

Respecting the toilet facilities; use them and leave. Pupils should not be “hanging around” in toilets, even during wet break/lunch

Helping other members of the school community if they appear to be in need of help or support

Reporting any incidents of discrimination to a teacher on duty in line with the Olchfa Equal Opportunities Policy

Things we don't expect to see happening around the school, out of lesson time:

Eating or drinking inside the school building (except for designated spaces)

Aggressive or rough play; this can often spill over into something more serious

Chasing around in large groups; again this can often develop into something more serious

Arguing publicly; this often turns into something more serious, even if you don't want it to

Using mobile phones; phones are only to be used in an emergency and even then pupils should seek permission from a member of staff

Discrimination; Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on the grounds of age, sex, race, colour, nationality (including citizenship) ethnic or national origin, marital or civil partnership status, age, sexual orientation, disability, religion or belief



OLCHFA ANTI-BULLYING POLICY

Bullying – a definition “The wilful, conscious desire to hurt or threaten or frighten someone else”

Bullying takes many forms. Bullying can be physical, verbal or even just a look. Cyber bullying is also becoming far more prevalent in society generally; we must be vigilant in tackling bullying in its many guises. Bullying can be overt or subtle intimidation. The danger is that adults may not always recognise bullying behaviours when they witness them. If a child feels bullied then the school treats the situation as a bullying incident.

Aims of the Policy

1. To emphasise preventative procedures
2. To ensure a consistent approach to bullying

Policy Content

Bullying is not permitted at Olchfa in any form. Once a situation is reported to a member of staff or CHAT member it must be acted upon as quickly as possible. The students concerned are allowed to sort out their problem with CHAT’s help in the early stages. If the young people do not respond to CHAT then the Pastoral Team will move the situation into the discipline procedures of the school.

1. Prevention

- i. Educative materials on how to cope / react to bullying are a part of the pastoral programme of Years 7, 8 and 9.
- ii. Prefects and supervisory assistants on duty are to be regularly reminded to look for any bullying activity developing and REPORT IT to a member of staff.
- iii. Pupils are to be told regularly both formally and informally by the form tutor that they must speak out if they are being bullied. This is to be put into the staff bulletin as a reminder to staff, once every four working weeks.
- iv. CHAT trained students are to be proactive in identifying situations around school and following them up with support from the Assistant Head, pupil management.
- v. The Pupil Welfare Officer is proactive in recognising victim behaviour and reporting suspicions to CHAT or PGW’s.
- vi. CHAT room is to be always manned by trained CHAT counsellors and available for pupils at lunchtime.

2. Policy Procedures

Every incident is so different; it is difficult to prescribe a standard response. However, CHAT involvement is to be initiated at the earliest stage in these procedures.

When staff receive a complaint about bullying from a pupil:

- i. React in a calm way (as an emotional reaction can add to the bully's fun and control of the situation)
- ii. Take the incident seriously.
- iii. Inform relevant Pastoral Guidance Worker or Learning Leader if there is need of some immediate response.
- iv. Take action as quickly as possible.
- v. Avoid making a judgement without a full story, so initially operate a "No Blame" approach, whenever possible.
- vi. Reassure the alleged victim(s). Do not make them feel inadequate or foolish.
- vii. Offer concrete advice and coping strategies to the alleged victim.
- viii. If it is absolutely clear who the bully really is, make it plain to the bully that you disapprove,
- ix. Encourage the alleged bully to see the victim's viewpoint.
- x. Do not react punitively without first discussing with the pastoral team to ensure you are aware of the bigger picture.

3. Pastoral Guidance Worker

- i. The Pastoral Guidance Worker is to inform colleagues if the incident arose out of a situation where everyone should be vigilant.
- ii. The Pastoral Guidance Worker is to inform ADC and relevant Learning Leader; ADC/LL should be kept informed of all bullying situations.
- iii. The Pastoral Guidance Worker is to inform parents clearly and concisely, reassuring both sets of parents that the incident will not linger on or be held against anyone.

Review

- i. CHAT review the effectiveness of all aspects of the policy bi- annually.
- ii. The School Pastoral staff team review the policy annually
- iii. SHRN survey of pupils asks questions on bullying and prompts further reflection.