



Oswaldtwistle School

Behaviour policy and statement of behaviour principles

Approved by: D. Shaw

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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Statement of behaviour principles

In conjunction with the legislation and statutory requirements as outlined in Section 2, this policy uses the research and writing of Tom Bennett (1) as the primary source of principles which underpin the daily management of behaviour of staff and students within Oswaldtwistle School.

Tom Bennett advocates that behaviour should be a taught curriculum in the same way that other subjects are taught in school. He attaches great importance to understanding the psychology and motivation of classroom management and the establishment of school "norms" of behaviour which are reinforced by consistent and frequent use of routines. (App 2) The overall objective of his work is to allow teachers to establish a safe and cohesive classroom where they are allowed to teach and where students are able to learn and grow as individuals.

In conjunction with the work of Tom Bennett, the policy also recognises the importance of understanding “Emotional Literacy”, as developed by Claud Steiner (2) and interleaving this with the behaviour management structures and routines in everyday use by staff and students.

Adverse childhood experiences (ACES), trauma and attachment theory.

Oswaldtwistle school is committed to becoming a trauma informed and mentally healthy place for all. A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Public health studies have shown that when children have suffered painful life experiences, there is a high chance of them going on to suffer severe mental and physical ill-health, unless they receive help and appropriate interventions.

[Working definition of trauma-informed practice - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The school behaviour policy recognises the importance of trauma in young peoples’ lives and commits to ensuring staff receive appropriate training in the issues of adverse childhood experiences (ACES), trauma and attachment theory.

The policy also sits along side the DFE advice on mental health and behaviour in schools (2018) (3) which aims to help schools to support pupils whose mental health problems manifest themselves in behaviour.

- › Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The school behaviour procedure is understood by pupils and staff
- › Exclusions will only be used as a last resort
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life
- › The Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

4. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Defiance
- › Verbal Abuse directed at staff or pupils
- › Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism (The cost of repairs may be charged to Parents/Carers)
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E- Cigs or Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy <https://oswaldtwistle.org/about/policies-documents>

6. Roles and responsibilities

6.1 The governing board

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles.

The Management Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils

- › Recording behaviour incidents using Class Charts and CPOMS for more serious incidents (C3&C4)

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

7. Pupil code of conduct

The school has a behaviour procedure that will be communicated to all pupils, displayed in classrooms, and will be followed and applied consistently by all members of staff (See appendix 1).

All pupils, as part of their induction process, will have a written Behaviour Plan and Risk Assessment. This plan will be shared with all staff.

- On arrival at school, all pupils must place their phones, in the phone box cupboard in the dining room where it will be kept securely until they leave school. The use of a mobile phone is not permitted in school, unless special permission is given by a named member of staff and the pupil agrees to be closely monitored by a member of staff.
- On arrival at school, pupils must hang up their outdoor jackets, coats and bags on the coat stands in the dining room as they are not allowed in the classrooms.
- All pupils will be wanded with a metal detector by a member of staff to check for mobile phones or prohibited items before leaving the dining room every morning for lessons. Wanding may take place at other times during the day at the discretion of school staff. All wanding will take place in the presence of more than 1 member of staff at all times.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

8. Rewards and sanctions

The school has a behaviour procedure that will be communicated to all pupils, displayed in classrooms, and will be followed and applied consistently by all members of staff (See appendix 1).

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- › Positive comments from staff
- › Friday rewards afternoon
- › Star of the week prizes
- › Form of the week prizes
- › 100% weekly attendance prizes
- › WHSmith vouchers
- › Tuck shop to exchange points for prizes
- › End of term reward trips
- › Positive behaviour post cards
- › Letters or phone calls home to parents
- › Year 11 lunch privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand
- › Sending the pupil out of the class
- › Expecting work to be completed at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Referring the pupil to a senior member of staff
- › Letters or phone calls home to parents
- › Agreeing a behaviour contract
- › Putting a pupil 'on report'
- › Internal exclusion – either on the main site or at another site
- › Suspension
- › Managed transfer to another PRU
- › Permanent Exclusion

8.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered

- › Supportive
- › Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- › A period of time for specific and relevant education with a specialist member of staff and/or
- › A period of either internal or external exclusion
- › A re-integration meeting with parent/carer

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Following a serious incident in school, Pupil Risk Assessments will be updated and the information shared with staff. Parents/carers will be informed.

Please refer to our child protection and safeguarding policy for more information

<https://oswaldtwistle.org/about/policies-documents>

8.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil or member of the public
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

8.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the

pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy <https://oswaldtwistle.org/about/policies-documents> for more information on responding to allegations of abuse against staff or other pupils.

9. Behaviour management

The school has a behaviour procedure that will be communicated to all pupils, displayed in classrooms, and will be followed and applied consistently by all members of staff (See appendix 1).

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Behaviour Procedure
- Apply the Behaviour Procedure consistently
- Develop a positive relationship with pupils, which may include:
 - Establishing and applying consistently clear school norms and routines
 - Routinely and consistently use agreed “scripts” to help ensure a calm and predictable environment
 - Model expected behaviour norms at all times
 - Greeting pupils in the morning/at the start of lessons
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Physical restraint

Oswaldtwistle School is committed to training staff in de-escalation strategies and basic positive handling techniques to deal with challenging behaviour and to encourage positive relationships in school. Training is delivered by accredited Team Teach trainers. The Team Teach approach to behaviour management is grounded in building a culture of respect and positive relationships, using a framework which promotes de-escalation and communication over physical intervention.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- › Never be used as a form of punishment
- › Be recorded and reported to parents

In the event of a physical restraint, a First Aid member of staff should attend and view, if possible, the area which has come into contact with the member of staff. Any marks should be noted and recorded. If a child refuses to have the area viewed, this should be noted and the parent / carer informed.

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 Pupil support - Adjustments

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.5 Restorative Practice

Our policy aims to articulate the central values, rights and responsibilities which underpin the management of student behaviour within our school. As its central pillar the principles of Restorative Justice will be followed. The Restorative Justice approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance. Restorative Justice is an educative approach to help those involved to learn how to change, move forward and repair any damage caused. Restorative Approaches will underpin our Behaviour Policy and offer an alternative to the traditional responses to challenging behaviours. Oswaldtwistle School is committed to training staff in the principles of Restorative Justice and integrating these principles into the management of behaviour within school where ever possible.

9.6 Removal from Classroom

When pupils are removed from the classroom for a C3 or C4 infringement they are expected to complete a behaviour reflection form. The behaviour support team will assist with this process in order to identify what caused the removal and what support strategies can be put in place to help prevent a re-occurrence in the future.

Pupils removed from class will be escorted to the Reflection Room, where they can de-escalate for the rest of that lesson, continue with their work or engage in mindfulness activities. Key Workers will be given the log of the pupil's time in the Reflection Room, so this can be followed up during Key Worker sessions. Copies of Reflection Room logs will also be given to members of SLT for review.

9.7 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to

suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9.8 Suspension

Suspension from school (previously known a “fixed term exclusion”) may be used as a last resort and/or for serious infringement of the behaviour policy. A pupil re-integration meeting will be held immediately after the suspension with the pupil, parents/carers, a member of SLT and where appropriate other members of staff. The focus will be to examine the circumstances leading to the suspension and how a re-occurrence may be prevented in the future. Where appropriate a restorative meeting will take place. A risk assessment may be carried out as part of this process. A meeting with the Careers Lead may be scheduled as soon as possible to help re-focus the pupil. Additional support may be put in place for the pupil as necessary.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

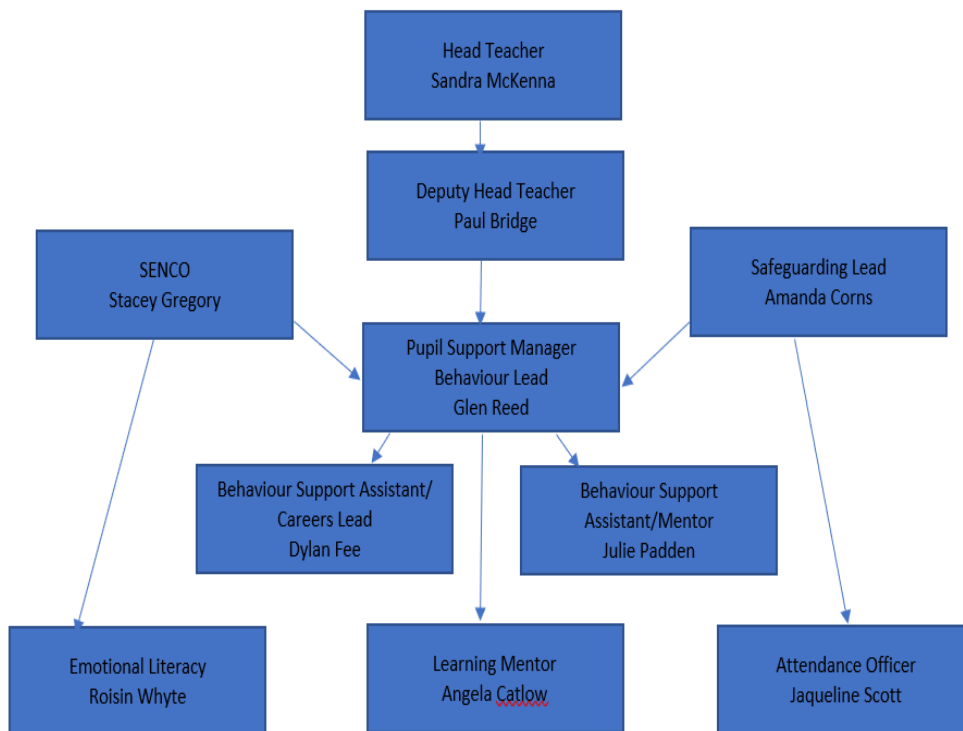
This behaviour policy will be reviewed by the headteacher and The Management Committee annually. At each review, the policy will be approved by the headteacher.

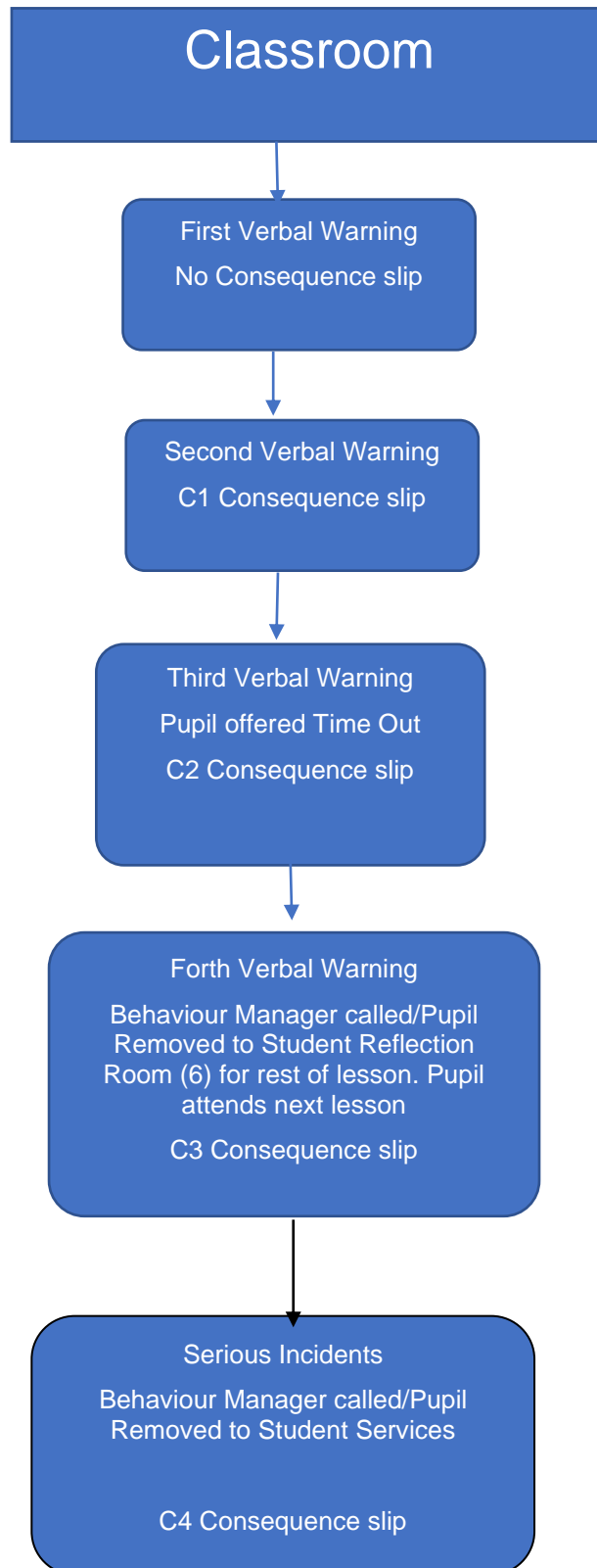
References:

- (1) Bennett, T (2020) Running the room. John Catt educational Ltd
- (2) Steiner, C. with Perry, P. (1997) Achieving Emotional Literacy. London: Bloomsbury.
- (3) [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Other Information:

Structure of Behaviour Support Team







**The
Oswaldtwistle
School** MAKING A DIFFERENCE
RESPECT • BELIEVE • ACHIEVE • BECOME

Classroom Rules and Routines

Arrive on time and remain in class/ask for time out in a polite manner

Make a positive contribution to the lesson

Complete all your work to the best of your ability

Tidy up and put away your own equipment

Remain behind your chair at the end of the lesson until dismissed

Quietly and sensibly go to your next lesson

Be the best you can be!

Respect Believe Achieve Become

Behaviour Norms

RESPECT.... positive actions and feelings only.

KINDNESS.... caring, thoughtful and helpful actions and comments.

FORGIVENESS... overcome your negative feelings about the actions of others that may have caused you upset.

HUMILITY.... never think too highly of yourself and your own importance.



Behaviour Vision

To secure a safe, **calm** and nurturing environment where pupils are heard and valued, and motivated to be the best they can be. A community where positive relationships, built on trust, **kindness** and **respect** prevail. Where de-escalation and self-reflection are actively promoted to help secure **positive behaviours** and excellent outcomes for each and all.

Be the best you can be!

Respect Believe Achieve Become

