



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

Behaviour Policy

This is a STATUTORY policy
Recommended for review by Behaviour Link Trustee every year

Written/

Reviewed by: SLT

Approved by: Behaviour Link Trustee/Pupils, Staff and Wellbeing Committee

Ratified in: July 2020

Next review due: July 2021

Behaviour

At Oakfield we feel it is important to promote a caring and supportive environment to enable all members of the academy community to feel secure, respected and also able to promote good behaviour in others. This policy is extended not only to pupils but to include all members of staff and others who work at Oakfield. Even if these people are not directly employed by Oakfield they are still considered to be part of our academy community.

It is also recognised that part of the curriculum involves the development of personal qualities and social skills which, in turn, would encourage socially acceptable behaviour. This would be an integral part of academy life. Oakfield is committed to Racial Equality and Justice and will tackle all forms of racist prejudice, harassment and discrimination. We will not accept any form of racist behaviour or harassment whether individual or collective. This policy is in parallel with our Special Education Needs, Anti-bullying and, Equality Policies. If this Behaviour Policy is to work effectively it is essential that it is a policy for all our academy community and should be followed with confidence and consistency.

This policy should be read in conjunction with:

- The Frome Learning Partnership Behaviour Policy <https://files.schudio.com/oakfield-academy/files/documents/policies/2019-20-Behaviour-Support-and-Guidance-Policy.pdf>
- The Behaviour section of the Staff Handbook
- Oakfield Academy Exclusion Policy <https://www.oakfieldacademy.co.uk/academy/policies>
- Anti-Bullying Policy <https://www.oakfieldacademy.co.uk/academy/policies>

AIMS

1. To ensure consistency and care within the academy
2. To treat all members of the Oakfield community with respect
3. To have clear expectations, we respect our working environment and we also care for each other's belongings
4. To promote the welfare of children and staff along with their right to work in a safe environment
5. To ensure all pupils make academic progress as well as being integrated socially

The objectives for behaviour are derived from the aims listed above. The objectives reflect the aims stated above and also are consistent with the code of conduct agreed upon by the whole academy community objectives.

Objectives

1. To implement the agreed code of conduct
2. To implement the agreed system for dealing with rewards and sanctions
3. To promote an ethos of respect using both written and hidden curriculum and to reinforce our principles outlined in our PSHE programme
4. To provide facilities which allow and encourage care of belongings as well as providing a stimulating working environment
5. To provide a secure and safe academy which reduces risk of harm to those learning and working within the academy
6. To provide an environment which promotes both constructive activities and positive social behaviour

Promotion of Effective Teaching and Learning

Staff promote good behaviour by using a wide variety of teaching and learning styles. Individual learning styles are catered for in order to engage all pupils. All lessons are at an appropriate pace and level as well as offering challenge in order to sustain pupil interest. Support staff are used effectively throughout the academy.

Roles and Responsibilities of Trustees

The Academics' Board of Trustees has a duty within its general role of supporting the Head in maintaining standards of discipline (Guide to the Law, Sec. 4 Powers, Duties & Procedures).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf

Standards and Expectations

This is set out in the Academy Academy Agreement which can be found in the pupil journal.

In order to set high standards:-

- Tutors remind pupils of their expectations at the beginning of each term
- Academy Senior Leadership Team (SLT) refer to them in the first assemblies of the academy year
- Parents informed through new parents' Welcome Evening and the website
- Staff to be reminded through whole staff/subject/year meetings and briefings

The aim is for consistency in expectation in every classroom and around the academy.

Good Behaviour is promoted through the Reward System

- Praise
- Smileys
- Merit badges
- Privileges
- Certificates
- Termly reward Afternoons
- Shout Outs – texts home
- Being chosen for trips, sports teams and activities

Sanctions for poor behaviour are:-

- Warning from an adult
- Pupil sent to 'Hot Spot' text home
- Break/lunch-time detention – parents informed by recording in journal
- Academy lunch-time detention – parents informed by recording in journal
- After academy detention – parents informed by email or telephone
- Internal isolation – parents informed by email or telephone
- Fixed term exclusion – parents informed in person, by email or telephone (see FLP Behaviour Policy)
- Permanent exclusion – parents informed in person, by email or telephone (see Oakfield Academy Exclusion policy)

Sanctions linked to low level disruption – see Appendix A.

Sanctions linked to higher level incident – see Appendix B.

Restorative Justice may be used with pupils who have admitted to wronging other pupils/staff in order to discuss the difficulties with the victims and assure them that it won't happen again. Parents will be involved in this process.

Support for pupils

- Pupils who are of a minor concern may be placed on SIMs report to be monitored by their tutor
- Pupils referred to Head of Year (HoY) by subject teachers and tutors will have an individual PIP (Positive improvement Plan) with targets for behaviour. This will be done in consultation with relevant staff and parents. The HoY will monitor individuals using SIMS
- The PIP may result in the issue of a target card to be monitored by HoY, Support and Guidance and parents
- Pupils who are at risk of permanent exclusion are likely to have a Pastoral Support Plan (PSP) put in place in consultation with the Pastoral Team, parent and pupil
- Pupils who continue to display behaviour problems, or whose behaviour deteriorates will be discussed at the FLP Forum (TAS/PEVP) where outside agencies may become involved
- SLT and Trustees will monitor pupils at risk from permanent exclusion
- Looked After Children (LAC) pupils monitored by HoY/SENCo/Deputy Head/Personal Education Plan in consultation with social worker/parents. The designated LAC teacher is Mrs Mary Roynon

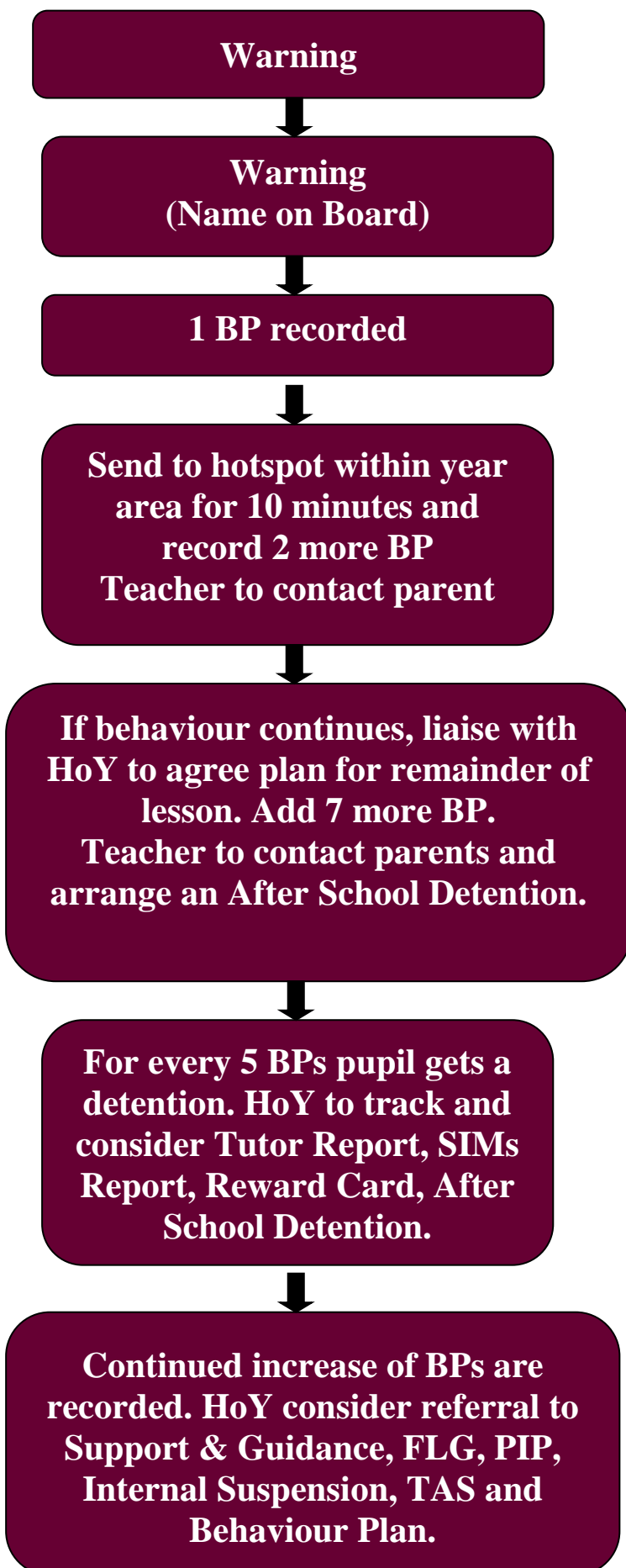
Support for staff

- Training on specific areas, e.g. attachment disorder; emotion coaching etc
- Strategies are developed as a result of discussions about pupils at staff, Year or OAC (Oakfield Around the Child) meetings
- Pupils disrupting learning may be sent to a Hot Spot for 10 minutes time out
- Pupils will be removed from lessons by SLT if necessary. This will result in a consequence which an after school detention may be the pupil staying in academy for 30 minutes at the end of the day. Parent(s) will be informed if this is the case (as stated in the Home Academy Agreement)

Support for parents

- Parents involved in monitoring of report card.
- Parents invited to attend all meetings when appropriate and given support
- Referral to be made by staff or parent for support from the Pastoral Team or FLP
- Regular coffee morning 'Drop in' in Support & Guidance

Oakfield Academy Behaviour Chart – Low Level Disruption



Oakfield Academy Behaviour Chart - Higher Level Incident

