



# OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

## **Behaviour Policy**

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

**Written/**

**Reviewed by: HoY/S&G Manager/SLT/Academy Council**

**Approved by: Behaviour Link Governor**

**Ratified on: July 2018**

**Next review due: July 2019**

## **Behaviour**

At Oakfield we feel it is important to promote a caring and supportive environment to enable all members of the school 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 in Oakfield. Even if these people are not directly employed by Oakfield they are still considered to be part of our school community.

It is also recognised that part of the school 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 school 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 and Racial, Anti-bullying, Equality Policies. If this Behaviour Policy is to work effectively it is essential that it is a policy for all our school community and should be followed with confidence and consistency.

This policy should be read in conjunction with:

- The Frome Learning Partnership Behaviour Policy
- The Behaviour section of the Staff Handbook
- Oakfield Academy Exclusion Policy

## **AIMS**

1. To ensure consistency and care within the school.
2. To be seen to be fair and to be fair in practice.
3. To treat all members of the Oakfield community with respect.
4. To have clear expectations that we respect our working environment and that we also care for each other's belongings.
5. To promote the welfare of children along with their right to work in a safe environment.
6. 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 will reflect the aims stated above and also are consistent with the code of conduct agreed upon by the whole school community objectives.

1. To implement agreed code of practice
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. Also, 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 school which reduces risk of harm to the school population.
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 school.

## **Roles and Responsibilities of Governors**

The Schools' Governing Body 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).

## **Standards and Expectations**

Set out in the Home School Agreement

In order to set high standards:-

- Tutors to remind pupils of their expectations at the beginning of terms.
- School Leadership Team (SLT) to refer to them in the first assemblies of the school year.
- Parents to be informed through new parents' evening and the school prospectus and the website
- Staff to be reminded through whole staff/subject/year meetings and briefing.

The aim is for consistency in expectation in every classroom, such as lining up quietly before entering the classroom.

## **Good Behaviour is promoted through the Reward System**

- Verbal praise
- Merits
- Merit badges which may include certain privileges
- Special awards
- Positive comments in journal
- Telephone call/letter home
- Golden time
- Out of school awards presented in assembly
- Stickers
- Annual reward trip

## **Sanctions for poor behaviour are:-**

- Verbal correction/advice/warning
- Class teacher break/lunch-time detention
- School lunch-time detention
- After school detention
- Internal isolation
- Internal isolation with parental supervision
- Fixed term exclusion – see FLP Behaviour Policy
- Permanent exclusion - see Oakfield Academy Exclusion policy
- Catch up – when work isn't completed or to a high enough standard

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 and staff in order to put things right with the victims and assure them that it won't happen again.

## **Support for pupils**

- Pupils who are of a minor concern may be issued a tracker card to be monitored by tutor and parent.
- Pupils referred to Head of Year (HoY) by subject teachers and tutors will have an Individual PIP with targets for behaviour. This will be done in consultation with HoY, S & G Manager, SENCo (if relevant) and parent. The HoY will monitor individuals using SIMS.
- The PIP may result in the issue of a target card to be monitored by HoY, S & G and parent.
- Pupils who are at risk of permanent exclusion will have a Pastoral Support Programme (PSP) put in place in consultation with Pastoral Team, Assistant Head, parent and pupil.
- Pupils who continue to display behaviour problems, or whose behaviour deteriorates further, will be discussed at the FLP Forum where outside agencies may become involved.
- Assistant Head/SLT will monitor pupils at risk from permanent exclusion.
- Looked After Children (LAC) pupils monitored by HoY/SENCo/Assistant Head/Personal Education Plan in consultation with social worker/parents. The designated LAC teacher is Mrs Mary Roynon.

## **Support for staff**

- In Service training on specific areas, e.g. attachment disorder; Particular Needs etc.
- Strategies are developed as a result of discussions about pupils at staff, Year or OAC meetings.
- Pupils with minor behaviour problems 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 behaviour points and may result in the pupil making up the time at the end of the day in agreement with parent.

### **Support for parents/carers**

- Advice offered by appropriate member of school staff in privately arranged meetings.
- Parents involved in monitoring of tracker card.
- Parents invited to attend all meetings when appropriate.
- Referral to be made by staff or parent for support from the Pastoral Team or FLP.

### **Resources/Personnel**

Headteacher

Deputy Head

Assistant Heads

SENCO

Year Heads and Support & Guidance Manager

Tutors

Support Staff

### **Glossary of Terms**

*HKS – Head of Key Stage*

*PIP - Personal Improvement Plan*

*PSP - Pastoral Support Programme*

*SLT - Senior Leadership Team*

*OAC – Oakfield Around the Child meeting*

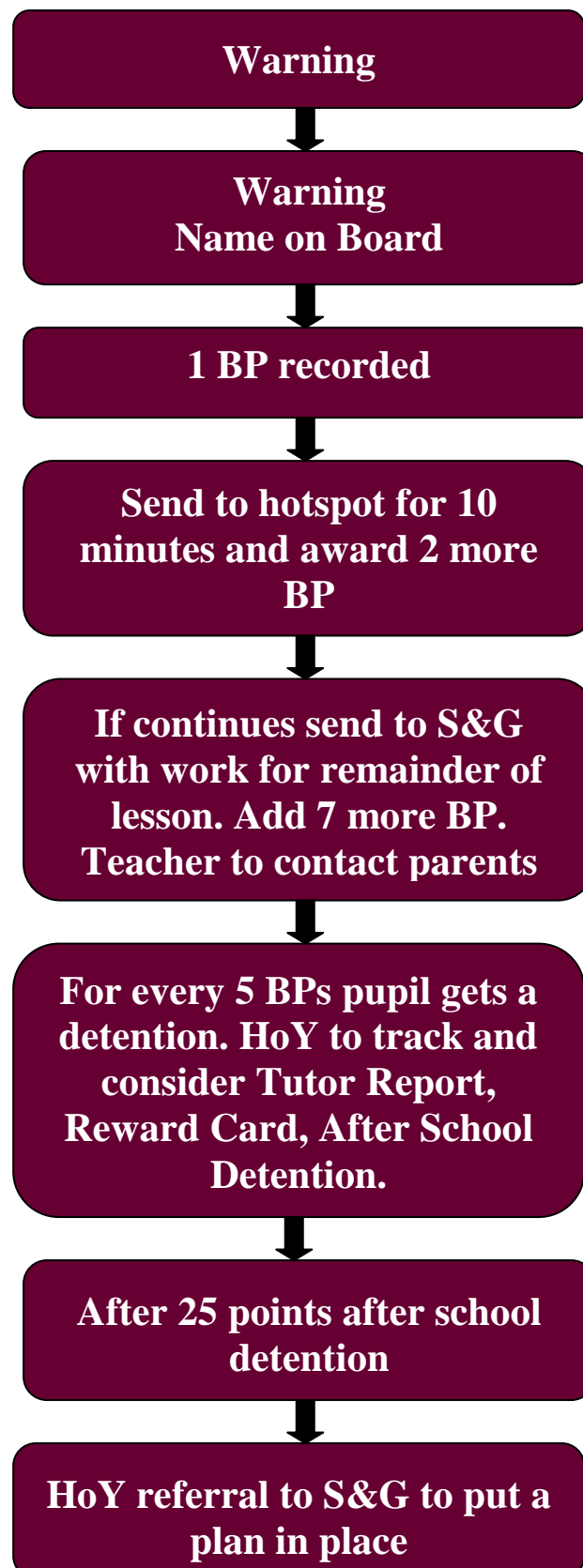
*HOY - Head of Year*

*LAC - Looked After Children*

*SENCo - Special Educational Needs Co-ordinator*

*S & G - Support and Guidance*

*CLA – Child Looked After*

**Oakfield Academy Behaviour Chart – Low Level Disruption**

Oakfield Academy Behaviour Chart - Higher Level Incident

**Incident**



**Behaviour Points  
recorded and  
sanctions given if  
appropriate**



**Teacher, Tutor,  
HoY to review**