



# 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 in: July 2019**

**Next review due: July 2020**

## **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 school 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 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 academy 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
- Anti-Bullying guidance

## **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 that we respect our working environment and that 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 will reflect the aims stated above and also are consistent with the code of conduct agreed upon by the whole academy community objectives.

1. To implement 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 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**

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

In order to set high standards:-

- Tutors to remind pupils of their expectations at the beginning of each term
- School Senior Leadership Team (SLT) to refer to them in the first assemblies of the academy year
- Parents to be 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**

- Verbal praise
- Merits
- Merit badges which may include certain privileges
- Special awards
- Positive comments in journal
- Telephone call/letter home
- Golden time
- Awards achieved outside of the academy presented in assembly
- Stickers
- Annual reward trip
- 'Shout Out' text home

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

- Verbal correction/advice/warning
- Catch up – when work isn't completed or to a high enough standard
- 'Hot Spot' text home
- Recording behaviour points
- Break/lunch-time detention
- School lunch-time detention
- After school detention
- Internal isolation
- Fixed term exclusion – see FLP Behaviour Policy
- Permanent exclusion - 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.

### **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, S & G and parents
- Pupils who are at risk of permanent exclusion will have a Pastoral Support Programme (PSP) put in place in consultation with the Pastoral Team, parent and pupil
- Pupils who continue to display behaviour problems, or whose behaviour deteriorates further, will be discussed at the FLP Forum (TAS/PEUP) where outside agencies may become involved
- SLT and Governors 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

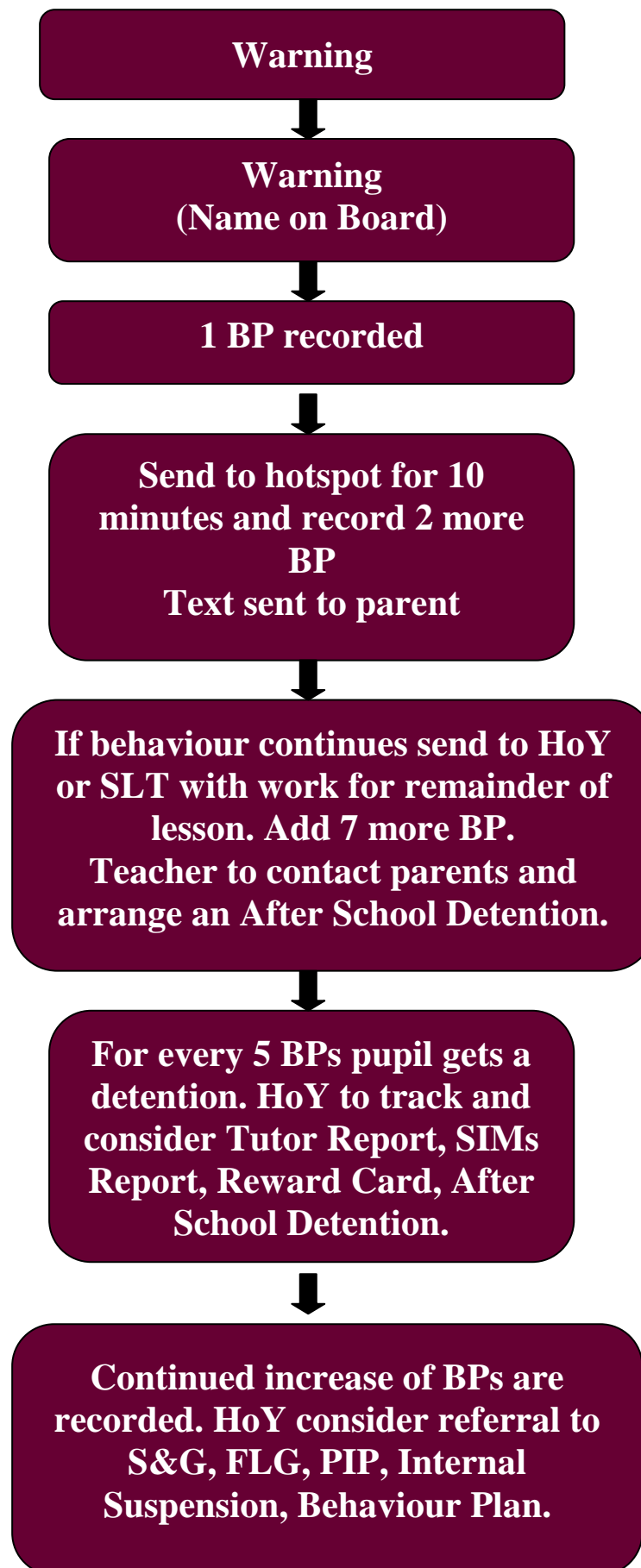
### **Support for staff**

- 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 (Oakfield Around the Child) 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 being recorded and the pupil staying in school for 30 minutes at the end of the day. Parent(s) will be informed if this is the case (as stated in the Home School Agreement)

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

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

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

Oakfield Academy Behaviour Chart - Higher Level Incident

**Incident**



**Behaviour Points  
recorded and  
appropriately  
actioned**



**Teacher, Tutor,  
HoY to review**