



AMBITIONS
Academies Trust



Oak Academy

Policy Name

Behaviour Policy

AUTHOR/ORGINATOR

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STATUTORY BASIS

Non-Statutory

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Review Date

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Review Period

Annually

REQUIREMENT TO PUBLISH ON
WEBSITE

Yes

Behaviour Policy

Policy Objectives:

To provide guidance to staff, parents and carers, Ambitions Advisory Committee (AAC) and other stakeholders in relation to the promotion of positive behaviour, in accordance with Oak Academy's general policy on behaviour.

The DfE has issued advice to schools entitled 'Behaviour and Discipline in Schools'. This has been adopted and incorporated into the Academy Behaviour Policy.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Our students are at the heart of the day to day running at Oak Academy.

We strongly believe that our students have:

- The right to learn
- The right to feel safe
- The right to be respected

Students are nurtured to have high expectations for themselves. Through hard work and effort, they can become high achievers. Staff have a responsibility to support and guide students to make the correct choices. The principal and senior leadership team will support all staff in routinely applying behavioural expectations across the Academy. ("Ensuring good behaviour in schools" DfE 2012).

All parent/carers need to encourage their children to show respect and support the Academy's jurisdiction to discipline.

Positive relationships at Oak are central to the well-being of both our students and teachers, contributing to an effective learning environment.

The culture and ethos of the academy is based around '**Respect**'.

- Respecting people
- Respecting property
- Respecting learning

Respecting one another allows Oak Academy staff to understand the part they play is significant; in the formal and informal education of our students and their personal well-being. We believe this will lead to more individual success as students feel safe and protected within our environment. It is respect that opens space for the development of trust and learning. This is driven through the Academy's vision and values which are embedded within all our inclusion systems.

Encouraging and supporting our students to be **Resilient** allows them to achieve better outcomes; educationally, socially and emotionally.

Rewarding and praise encourages positive behaviour and recognises our students' successes.

Valuing our strong **Partnership** with our parent/carers and the wider community is paramount. We believe that a strong ethos of achievement and good behaviour comes from all parties working together within a clear framework.

Our key aim is to empower our students to take ownership of their behaviour. We ensure that any interventions are personalised and we use reflection and restorative approaches to achieve this.

Rewards are utilised as a clear incentive to encourage our students to behave. They reinforce desired behaviours to ensure that they are developed and embedded.

We strongly believe that:

- Students want to behave well
- Behaviour is a means of communication
- Our students can improve their behaviour
- Mistakes are part of the learning process
- All staff can learn strategies to support our students to improve their behaviour.

Our behaviour policy is underpinned by our Oak Academy values which we vigorously embody in all that we do. We want our students to take on challenges and make mistakes, as this is part of their learning journey. We place emphasis on how our students speak and act towards one another and the impact that this has on themselves and others.

As a community we encourage social responsibility, both at the academy and around our local community. Our aim is that we want all our students to be empowered to be excellent in everything they do. Leadership opportunities exist through our 'student leaders' and 'student voice' pathways.

1. Promoting positive behaviours at Oak Academy

Oak Academy has an inclusive approach towards all students. Our clear and transparent rules offer boundaries for appropriate behaviour for all members of the Academy community. Our core focus is education – we work hard to ensure that students are supported with their learning. The academy promotes itself as a workplace.

To create an ethos of excellence, it is vital that all parties understand what will and will not be accepted.

To support our motto of **High Expectations lead to High Achievers**, any student who does not meet our behavioural expectations is dealt with consistently, fairly and quickly.

Positive behaviour is strengthened through our Rewards system, which is reinforced through a set of clear expectations to encourage our students to demonstrate self-discipline throughout the school day. The underlying message within this baseline expectation is that all students are 'prepared to learn'. Students who persistently fail to adhere to the baseline expectations that Oak Academy sets out may place themselves at risk of receiving a sanction. A graduated response of interventions is followed to support students if necessary.

2. Inclusion System

We want all students at Oak Academy to have high expectations of themselves when they leave the academy, to be motivated, resilient, and successful individuals. The Inclusion team at Oak are passionate about achieving these goals through the systems put in place:

- Rewarding our students.
- Action appropriate sanctions when our expectations are not met.
- Offer opportunities of reflection with support from staff.
- Enable students to learn social, moral, spiritual, and cultural perspectives through their Learning for Life lessons.

- Establish a sense of responsibility and capability.
- Ensure students recognise the importance of well-being and keeping safe through their tutor times, assemblies, and lessons.

2.1 Code of Conduct

To allow for an orderly and calm environment, where learning is key, we encourage the students to embrace the following values:

- Courage
- Kindness
- Community
- Excellence

3. Rewards and recognising students

Behaviours that will be rewarded are linked to our Student Code of Conduct which underlies Oak Academy's culture and ethos.

All staff acknowledge and reward good behaviour. Students are guided to understand that when they make good choices they are rewarded.

Positive behaviour is consistently promoted through assemblies, tutor time and within the classroom. The rewarding of student achievement lies at the heart of Oak Academy's behaviour policy. Staff are proactive in praising and rewarding students at every opportunity when students go above and beyond what is expected of them.

- Achievement points are recorded by staff and these are accumulated. Students are praised at school for their positive effort and enthusiasm during tutor time and through weekly and end of term assemblies. Texts, postcards home and social media are also used regularly to communicate our student successes with our parent/carers.
- Rewards events take place termly and canteen vouchers are frequently given for either positive attendance, effort, or progress.
- Star badges are also awarded to KS3 students who excel in particular areas such as: effort, learning, sport and through their work on behalf of the academic community.

3.1 Achievement Points are given when students exceed our expectations

	Courage	Kindness	Community (CY)	Excellence
1 Point	Courage to stretch and challenge	Kindness to staff	Active participation in the lesson	Excellent Achievement with Home-learning
	Courage to read aloud	Kindness to students	Creating a positive learning environment	Excellent use of presentation
	Courage to try something new	Kindness to myself	Creating a positive school environment	Excellent completion of work
				Excellent quality of written work

5 Points	Courage	Kindness	Community (CY)	Excellence
	Demonstrating resilience to overcome adversity	Going above and beyond to support others	Representing Oak community within the school	Excellent Attendance in a term >98%
			Representing Oak in the wider community	Excellent Attitude to Learning in a term
			Excellent Progress	

All staff can issue achievement points. Where 5 points are issued, staff will provide further information in SIMS to explain why it has been given.

In addition, at the end of each term tutors and wider staff nominate students for 5 points, using the above headings.

Termly celebration assemblies are significant dates on Oak Academy's calendar. All members of the school community are encouraged to celebrate success and achievements made and these assemblies play an important part of Oak's culture.

Annual award trophies linked to the strands of the student code of conduct are a particular highlight, and these are awarded at the end of each academic year.

4. Interventions

We pride ourselves on the quality of our relationships with each other and the provision we have in place to support our students. We have a comprehensive knowledge of our students and their needs. Any student intervention is planned and appropriate. (Annex 2 – Graduated Responses). This is complimented with our internal Alternative Provision facility which enables us to offer a further range of supportive measures. This could include blended learning if appropriate.

The scale of any intervention(s) is wholly dependent on each child. This can include group work and 1:1 support in a specialised area such as Self-Esteem, Anger Management and Mental health. A range of clubs are also available as part of our extra-curricular offer to instil confidence.

5. Sanctions

Students are made aware that when they make poor choices there will be a consequence. Certain behaviours will not be tolerated, such as:

- Defiance
- Abusive and/or offensive language
- Violence
- Bullying
- Threatening behaviour
- Bringing an illegal, banned or dangerous item on site
- Damaging Academy or others' property
- Theft

All staff address poor behaviour rigidly and consistently following the Behaviour policy.

Our ethos is one of rewarding and praise to improve motivation and restore self-esteem. The purpose of sanctions is to demonstrate that students are sorry for what has happened, to act as a deterrent for poor behaviour and to show that we value the expectation which has been broken. Oak Academy follows a behavioural graduated response system to support students with personalised interventions.

6. General Behaviour routines

Our students represent Oak Academy when in school uniform. Student are expected to conduct themselves appropriately when coming to and from the site as they are our ambassadors within the community at these times.

6.1 Routines: Travelling to and from the Academy

- Wear uniform correctly.
- Be polite and respectful whilst in the wider community and if visiting any local shops.
- Speak in a calm manner.
- Do not throw litter, place it into a bin.
- Respect the local environment.
- Meet friends away from the Academy entrance.

Our students are expected to be polite and courteous to all members of the Academy community and members of the public. We expect an orderly and calm environment.

6.2 Routines: Around the Academy site

- Wear uniform correctly and smartly, including PE kit. To be in the right mind set to learn, we believe you need to be in the correct uniform. If the incorrect uniform is that trainers are being worn, then the student will be requested to wear plimsolls provided by the Academy. On the same day, a text message will be sent home to share the uniform issue and deadline date with parents/carers. In exceptional circumstances a uniform pass may be issued.
- Overcoats and hoodies must be removed when students enter the building.
- It is imperative that all students are focused and engaged within their lessons and not distracted by their mobile phones or electronic devices.
- Students are not allowed to wear headphones at any time and the use of their mobile phone/electronic device is limited to break and lunchtime only in the canteen and playground areas.
- Students using their mobile phones in a corridor will have it confiscated until the end of the school day.
- Students using their mobile phone in a classroom will have it confiscated until the end of the lesson.
- Where a mobile phone is confiscated in a lesson for a second time in a day, it will be confiscated until the end of that day.
- Items can be confiscated by any member of staff and handed to the FLO office for the rest of that day. Teachers will record this on SIMS.
- Always walk on the left side of a corridor.
- Never run in the corridor or inside of the building.
- Demonstrate respect and courtesy at all times.

All our students should be organised. We expect that they are prepared to start each day ready to learn.

6.3 Routines: Daily

- All students should have their Academy bag each day.
- 2 black or blue pens
- 1 green pen
- 2 pencils
- Ruler
- Highlighter pen
- Sharpener
- Rubber
- Glue stick
- Planner (provided by the Academy, purchased again by the student if lost or defaced)
- Geometry set. Protractor and compass
- Scientific calculator – KS4

A pencil case with the necessary stationary is available for £2 from the year group bases. Tutors will complete an equipment check daily at the beginning of each term and then at least once a week and if a student does not have the basic required equipment a deadline will be given to rectify. If the student does not meet this deadline, they then will be set a break time detention by their tutor and contact will be made with home. If there is a financial reason for lack of equipment, then please contact the student's Head of Year (HOY).

6.3.1 Standards Cards

Students should have a standards card with them at all times, so that staff can record incidents of behaviour relating to uniform, equipment, corridor/social space and mobile phone misuse.

Students who receive any 3 ticks for not meeting expectations will be given a 20-minute detention.

An automatic 40-minute detention will be given if a student loses their card.

6.4 Routines: The Classroom

We understand that if our students are to become excellent learners and allow Quality First Teaching, we must have consistent expectations of all students in every lesson. Excellent attendance, 100%, is the expectation. Our students must abide by the following rules:

- Arrive punctually.
- Enter in an orderly manner.
- Have a pen, pencil, planner, ruler and standards card on their desk every lesson.
- Complete the 'Do It Now' activity immediately.
- Listen carefully to all instructions.
- Engage in all classroom activities.
- Be polite and respectful at all times.
- Pack up quietly and stand behind the desk in silence before being dismissed.
- Leave in an orderly manner, remembering to walk on the left of the corridor.

7. Behaviour for Learning

High Expectations for learning in the classroom leads to High Achievement. Students must follow our expectations across the Academy consistently.

'(Oak) Eyes on me, 1, 2, 3' is used within every classroom, by all staff, to gain attention within the classroom. Students are expected to fall silent when this is used.

Our students need to understand that if their behaviour does not meet expectation, then it must improve, otherwise, more serious sanctions will be put in place. Within the classroom students are usually given two opportunities to correct poor behaviour.

In response to low level disruption. Teacher action.	Intention	Detention type
1. Formal warning. Behaviour point on SIMS.	Student to re-focus.	NA
2. Final warning. Behaviour point on SIMS.	Student to re-focus. Student moves seat if necessary. Understanding it is the final warning. At risk of 'On Call'	NA

If a student has failed to improve their behaviour within the class they will then be removed, (students must wait in their classroom until they have been collected). Students will be placed in our 'Ready to Learn' room and time here will be spent learning key vocabulary from our Knowledge Organisers. The length of time spent in 'Ready to learn' depends on the level of disruption displayed across subjects in a day and the student's attitude to settle and engage with tasks once placed in the room.

In response to low level disruption. Persistent disruptive behaviour. (PDB) Teacher action.	Intention	Detention type
On Call used. Teacher request for support to come to the classroom and either support a return to the classroom or remove the student. Behaviour point on SIMS. Teacher contacts home.	Removal: To allow the student to have reflection time before returning to learning in lessons.	20 mins after school.

The power to sanction lies with all members of the staff community and there is no distinction between teaching and non-teaching staff.

7.1 There are a variety of sanctions that the academy can use, these are outlined below:

- After school detention. This detention is graduated from 20 minutes to 1 hour and takes place after each Academy day.
- Academy based community service – litter picking, tidying a classroom.
- Internal exclusion. Allocated time in the Ready to Learn room. Reflections and restorative session.
- If a student fails Ready to Learn or does not comply to our expectations, parent/carers will be contacted. The student will be sent home and expected to return for a 3-5pm session (2-4pm on a Friday)
- Alternative Provision interventions:
 - Anger Management
 - Self Esteem
 - Coaching
 - Anxiety management
- Placement in Alternative Provision. Personalised timetable.
- Suspensions: Suspension from the academy is usually reserved for serious offences or persistent misbehaviour. Suspensions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate.
- Working with stakeholders and other providers to secure external provision.
- Consideration of a 'Managed Move' to another school/academy.
- Permanent exclusion.

7.2 Typical behaviours leading to consequences being issued:

- Disruptive behaviour in class
- Defiant behaviour towards staff
- Verbal abuse of students or staff
- Truancy of lessons or tutor time
- Damage to Academy property
- Lateness
- Breaches of the academy dress code

7.3 Specific consequences that may be put in place are:

- Lateness – a 20 minute after school detention.
- Being removed from class by an 'On Call' staff member will lead to a student being placed in the Ready to Learn room and a 20min after-school detention being set. Note: This will be extended to a day in the 'Ready to Learn' room if a student has received 2 On Calls in the same day.
- Refusal to be removed by a member of the 'On Call' staff will lead to an after normal school hours session.
- Truancy: A student will make up the amount of time they have truanted as a detention. For example, if they truant for an hour it will result in an hour detention or if they truant for a double lesson it will result in 2x one-hour detentions after school. The student will also be placed on report.

7.4 Behaviour points are given when students do not follow expectations:

	Behaviour Recorded	Action Taken
1 Point	Formal Warning	Logged by staff in SIMS
	Final Warning	Logged by staff in SIMS
	On-Call Support	Logged by staff with reason added in SIMS. Student removed to Ready to Learn
	Equipment Issued	Logged by staff in SIMS – pen issued
	Mobile Phone	Logged by staff in SIMS – mobile phone removed
	Headphones	Logged by staff in SIMS – headphones removed
	Uniform	Logged by staff in SIMS
2 Points	On-Call Removal	Logged by staff with reason added in SIMS. Student removed to Ready to Learn

Note: The following Behaviour Points (below) all require staff to add further information of the incident in SIMS.

	Behaviour Step	Action Taken
3 Points	Use of offensive/abusive language	Logged by staff in SIMS - On-call used (without the need for warnings)
	Threatening behaviour towards others	Logged by staff in SIMS - On-call used (without the need for warnings)
	Littering	Logged by staff in SIMS – Standards card ticked (Corridor/social space behaviour)
	Out of bounds	Logged by staff in SIMS – Standards card ticked (Corridor/social space behaviour)
	Inappropriate/anti-social behaviour	Logged by staff in SIMS – Standards card ticked (Corridor/social space behaviour)
	Missed Detention	Logged by staff in SIMS – 30 min after school detention

	Behaviour Step	Action Taken
5 points	Truancy	Logged by staff in SIMS – SLT detention
	Graffiti	Logged by staff in SIMS – Community Service
	Banned items – fizzy/energy drinks	Logged by staff in SIMS – Confiscation of banned item
	Missed SLT Detention	Logged by staff in SIMS – lessons 1-4 in Ready to Learn

	Behaviour Step	Action Taken
10 points	Extreme Verbal Abuse/Offensive Behaviour	Logged by staff in SIMS – internal (AP) or external suspension
	Extreme Defiance	Logged by staff in SIMS – internal (AP) or external suspension
	Extreme Disruption	Logged by staff in SIMS – internal (AP) or external suspension
	Physical Assault of another student	Logged by staff in SIMS – internal (AP) or external suspension
	Physical Assault of staff	Logged by staff in SIMS – internal (AP) or external suspension
	Damage/destruction of property	Logged by staff in SIMS – Community Service

	Banned Items – alcohol, drugs, smoking, weapons.	Logged by staff in SIMS – internal (AP) or external suspension
	Theft	Logged by staff in SIMS – internal (AP) or external suspension

8. Reports

- Tutor report: Students should be on tutor report for disruptive behaviour.
- HOY report: Students should be on HOY report for failing tutor report/persistent disruptive behaviour.
- AVP report: Students are on AVP report for daily monitoring and support to correct poor behaviour.
- VP report: Students are placed on VP report if a student fails any of the above.
- Principal Report: Students are placed on VP report if a student fails VP report or for a serious incident.

9. Roles and responsibilities

9.1 Students

Students must abide by the simple boundaries that have been put in place to create a positive learning environment.

- Demonstrate respect and courtesy to those around them.
- Show compassion and be kind.
- Be resilient in all situations; make the correct choices - even when this is difficult.
- Create a calm and orderly environment.
- Take responsibility for your actions.
- Follow the Academy rules and routines at all times.
- Wear the correct uniform at all times. (See Appendix 1)

9.2 Oak Staff

- Meet and greet students on entry to the classroom.
- Provide Quality First teaching. Plan lessons that engage, challenge, and meet the needs of all learners.
- Ensure seating plans are in place for every class, taking into accounts students' prior attainment and individual needs to ensure the room is arranged to optimise learning.
- Demonstrate 'Unconditional Positive Regard' at all times.
- Retain ownership of their classroom and use sanctions in line with this policy, following up on any incidents.
- Engage in restorative meetings with students, with the belief that the next lesson is a fresh start.
- Complete student referrals to SEND or Safeguarding where necessary.
- Log all information onto SIMS and communicate with parent/carers where necessary.

9.3 Tutors

- Build positive relationships – be a role model to the students.

- Recognise and reward positive achievements and celebrate good attendance.
- Encourage positive behaviour in daily tutor times.
- Support the tutor time programme including the reading strategy.
- Encourage students to be resilient whilst promoting the importance of respect and consideration for others.
- Read and communicate notices to students.
- Ensure students are fully equipped for learning, and in academy uniform at all times.
- Monitor the personal well-being of the student and the academic progress.
- Distribute progress reports and ensure students understand the importance of the data included.
- Hold tutees to account for their behaviour through one-to-one conversations, contact home and tutor reports.
- Support the Attendance policy and hold tutees to account for their attendance through one-to-one conversations and contact home.
- Mentor students accordingly.
- Set deadlines/make contact home where there are issues.
- Encourage students to take on responsibility for the Tutor Rep and House Captain roles.
- Make contact (text/phone/letter/email/meetings) with parent/carers for both positive reinforcement and for concerns.
- Support teaching staff with behavioural issues within the tutor group.

9.4 Heads of Year

- Build positive relationships.
- Regularly celebrate student success.
- Update My Concern accordingly to support Safeguarding.
- Use SIMS reports to monitor student progress, taking action to reward and sanction as appropriate.
- Provide a weekly slide with updates and a tutor activity.
- Liaise with the Safeguarding Team as appropriate.
- Liaise with the SENDCO if appropriate to a student's needs.
- Attend weekly line management meetings with VP Inclusion/Inclusion Manager to discuss issues arising and actions moving forward.
- Attend weekly meetings with the FLO/Attendance Officer to ensure positive Attendance is maintained within the Year group.
- Ensure all tutors are aware of their tutees' progress.
- Deliver high quality assemblies.
- Support the Behaviour policy by completing any extra duties.
- Meet with Student Year teams on a regular basis with an appropriate agenda.
- Update noticeboards on at least a termly basis.
- Hold productive and supportive meetings with tutor teams.
- Mentor identified students to offer support and encourage success.
- Direct tutors in terms of students who should be on tutor report.
- Hold tutors accountable for weekly equipment and uniform checks.
- Hold tutors accountable for delivering the reading programme.
- Hold students accountable for their behaviour in and out of lessons including during social time.
- Make regular contact (text/phone/letter/email/meetings) with parent/carers for both positive reinforcement and for concerns.
- Consider long term solutions and barriers to learning for students who are exhibiting concerning behaviour e.g., ISP, report, mentoring, etc.
- Communicate with, complete referrals to and seek advice from outside agencies, as appropriate.

- Support teaching staff with behavioural issues amongst the year group.
- Set up positive re-integration meetings following the Ready to Learn room or FTE's – to include an Inclusion Support Plan (ISP) or a reviewed ISP and students to return on report.

9.5 Curriculum Area Leads

- Ensure staff follow strategies for effective classroom management.
- Monitor classroom practice through regular observation.
- Support teachers in maintaining discipline and following up on incidents.

9.6 SENDCO

- Ensure statutory provision is in place and appropriate for all students with EHCPs.
- Co-ordinate Student Information Profiles (SIP) for all students identified as having a special educational need, including those with emotional and behavioural needs.
- Liaise with external agencies.
- Refer to outreach support as appropriate.
- Liaise with Alternative Provision staff and other appropriate staff within Oak.
- Respond to referrals of students for behaviour support from staff and put in place reasonable adjustments.
- Ensure Exam Access Arrangements are in place for students that are eligible.

9.7 Vice Principal - Inclusion

- The Vice Principal is responsible for ensuring the policy is implemented consistently across the Academy.
- The Vice Principal supports other staff in monitoring the behaviour of individual students and classes.

Summary

We aim to create an environment where students want to demonstrate positive behaviours.

All Academy stakeholders – staff, students and parents/carers have a responsibility to uphold the procedures outlined in this policy.

Appendix 1 – Oak Academy Uniform Expectations



Trousers/Skirt: Black trousers which need to be tailored. Girls are recommended to wear trousers. If they wish to wear a skirt, this should be a knee length pleated school skirt.



Bag: An Oak Academy branded bag must be used

Footwear: Plain sensible business like black school shoes (no trainers, Ugg boots or backless shoes). Any student arriving at Oak Academy in inappropriate footwear will be expected to borrow black plimsolls for the day.



Oak Academy UNIFORM



Tie: ALL pupils are required to wear an Oak Academy tie

Shirt / Blouse: A white school shirt which buttons to the neck for both boys and girls. T-shirts are not to be worn under school shirts or blouses.



Blazer: A black blazer with the Oak Academy logo



PE Kit: Polo shirt with Oak Academy logo

Black jumper
Black jogging bottoms or girls can wear black leggings
Black shorts or skirts
Trainers

Appendix 2 – The Graduated Responses

THE GRADUATED RESPONSE AT OAK ACADEMY FOR POSITIVE BEHAVIOUR UNCONDITIONAL POSITIVE REGARD

WAVE 1

Quality First Teaching
Knowing and understanding our students
Training for Teachers— Briefings/Inset.

WAVE 2

Short Term Intervention.
Targeted approach.

WAVE 3

Medium Term Intervention.
Targeted approach –
Pre Suspension.

WAVE 4

Long Term Intervention.
Targeted approach –
Pre Suspension.

Students can move up and down based on the provision they are receiving.

Quality First Teaching and the use of *reasonable adjustments* within the classroom to support behaviour. Teachers understand learning behaviours of students. Wave 1 provision is the responsibility of all teaching staff at OA.

Reasonable adjustments may include:

- Personalised learning targets.
- Use of scaffolding / modelling.
- Quality feedback on a regular basis.
- Seating plan.
- Visual aids/cues.
- Tasks to be simplified and instructions, information and learning to be broken down into small steps.
- Vocabulary and new concept may need to be

Students are not meeting behaviour expectations despite reasonable adjustments at Wave 1. QFT and short-term specific intervention required (class, curriculum or tutor) At this point it should not be assumed that the child/young person has high Behaviour needs as they may be experiencing a short-term difficulty needing only brief intervention.

Interventions may include:

- On Call.
- Detentions. Graduated.
- On report.
- Discussion with tutor.
- FLO support
- Pastoral/mentoring support.
- Support from Safeguarding Team if necessary.

Making little or no progress despite targeted intervention being put in place. Demonstrating poor behaviours on a regular basis.

Actions that may be taken:

- Ready to Learn
- Fit to learn
- In depth assessment to establish area of need
- Ongoing, specific support to address student needs.
- Referrals within school: SEND / My Concern / ELSA / AP
- Referrals to outside agencies Early Help/CAHMS/Social Care

When a young person's needs are complex, severe and long term.

Support in place includes:

- Support over and above, additional to, and different from other students.
- Support is highly personalised and monitored.

Actions that may be taken:

- AP / Anger management Course / Self Esteem Course / Anxiety Management / 1:1 personalised coaching / mentoring / WEX (KS4 –off site provision)

THE GRADUATED INDIVIDUALISED SUPPORT AT OAK ACADEMY FOR STUDENTS RECEIVING A SUSPENSION.

WAVE 1

**DO IT NOW
DO IT BETTER**

WAVE 2

**DO IT NOW
MAKE A DIFFERENCE**

WAVE 3

**DO IT NOW
ANOTHER OPPORTUNITY**

Students receive more personalised intervention following on from a suspension

Appendix 3 - Reward Thresholds

Bronze

Net Points Total	
10pts	Text message sent home
30pts	Postcard sent home
50pts	Sweet treat from the FLO
60pts	Larger sweet treat from the FLO
90pts	Canteen front of queue pass
100pts	Certificate from Tutor

Silver

Net Points Total	
130pts	Text message sent home
160pts	Postcard sent home
200pts	Sweet treat from the FLO
230pts	Larger sweet treat from the FLO
270pts	Canteen front of queue pass
300pts	Certificate from Tutor and 70p canteen voucher

Gold

Net Points Total	
340pts	Text message sent home
390pts	Postcard sent home
430pts	Sweet treat from the FLO
480pts	Larger sweet treat from the FLO
530pts	Canteen front of queue pass
600pts	Certificate from Head of Year and 85p canteen voucher

Platinum

Net Points Total	
700pts	Text message sent home
740pts	Postcard sent home
800pts	Sweet treat from the FLO
900pts	Larger sweet treat from the FLO
960pts	Canteen front of queue pass
1000pts	Certificate from Vice Principal and a meal deal voucher (£2.45)

Principles Award

Net Points Total	
1100pts	Text message sent home
1150pts	Postcard sent home
1200pts	Sweet treat from the FLO
1300pts	Larger sweet treat from the FLO
1400pts	Canteen front of queue pass
1500pts	Certificate from the Principal and an Amazon voucher

Note: As students complete each reward stage, they will be entered into an end of term raffle

Appendix 4 – The Code of Conduct

OAK ACADEMY: STUDENT CODE OF CONDUCT

COURAGE

- Don't worry about mistakes. We learn from them and improve.
- Do something difficult, even if you're taking a risk.
- Make the right choice even when it's hard.
- Maintain an excellent standard of behaviour, regardless of the situation.
- Be the example!
- Choose what's right over what's easy.
- It's never too late to change.

KINDNESS

- Be kind and considerate to everyone within our community.
- Be polite and respectful to all members of the community.
- Speak in a calm manner.
- Be a positive role model to others.

COMMUNITY

- Follow all of the expectations and routines of Oak.
- Wear uniform correctly and with pride. An ambassador for Oak.
- Treat the facilities with respect.
- Respect the local environment and the wider community.

EXCELLENCE

- Attend the academy, punctually, every day.
- Arrive to all lessons punctually.
- Bring the correct equipment for learning.
- Bring your PE kit on the correct day.
- Demonstrate excellent effort and enthusiasm in lessons.
- Go above and beyond in all things.

BE THE BEST YOU CAN BE!



High Expectations lead to High

Behaviour for Learning

All actions must be logged on SIMS by Tutor/Class teacher



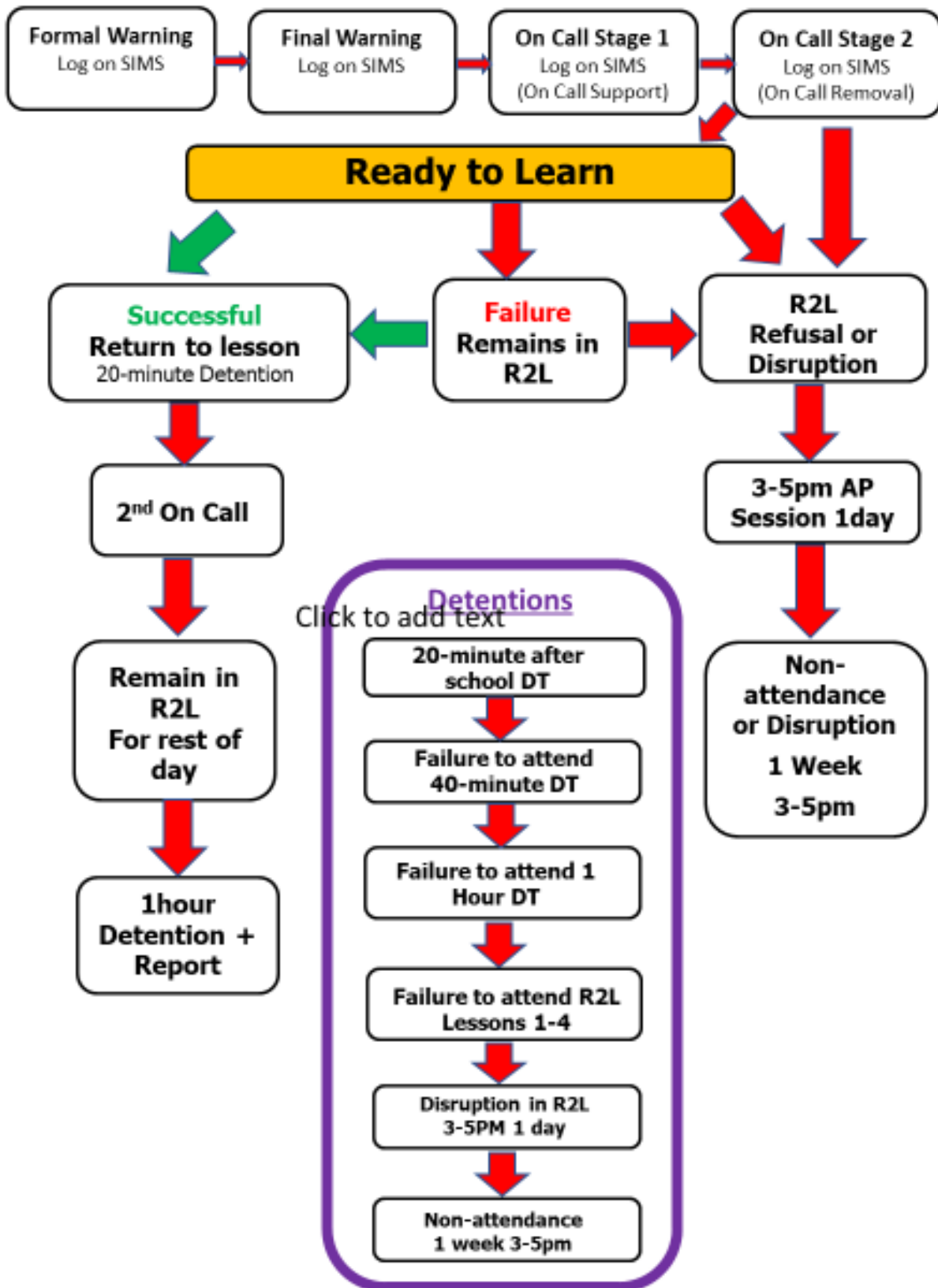
ON CALL

- To be the outcome following above steps.
- OR
- To be used immediately for high level incidents: E.g., Threatening behaviour/violence, swearing at a member of staff.
 - Disruption in Ready to learn = Further sanction.

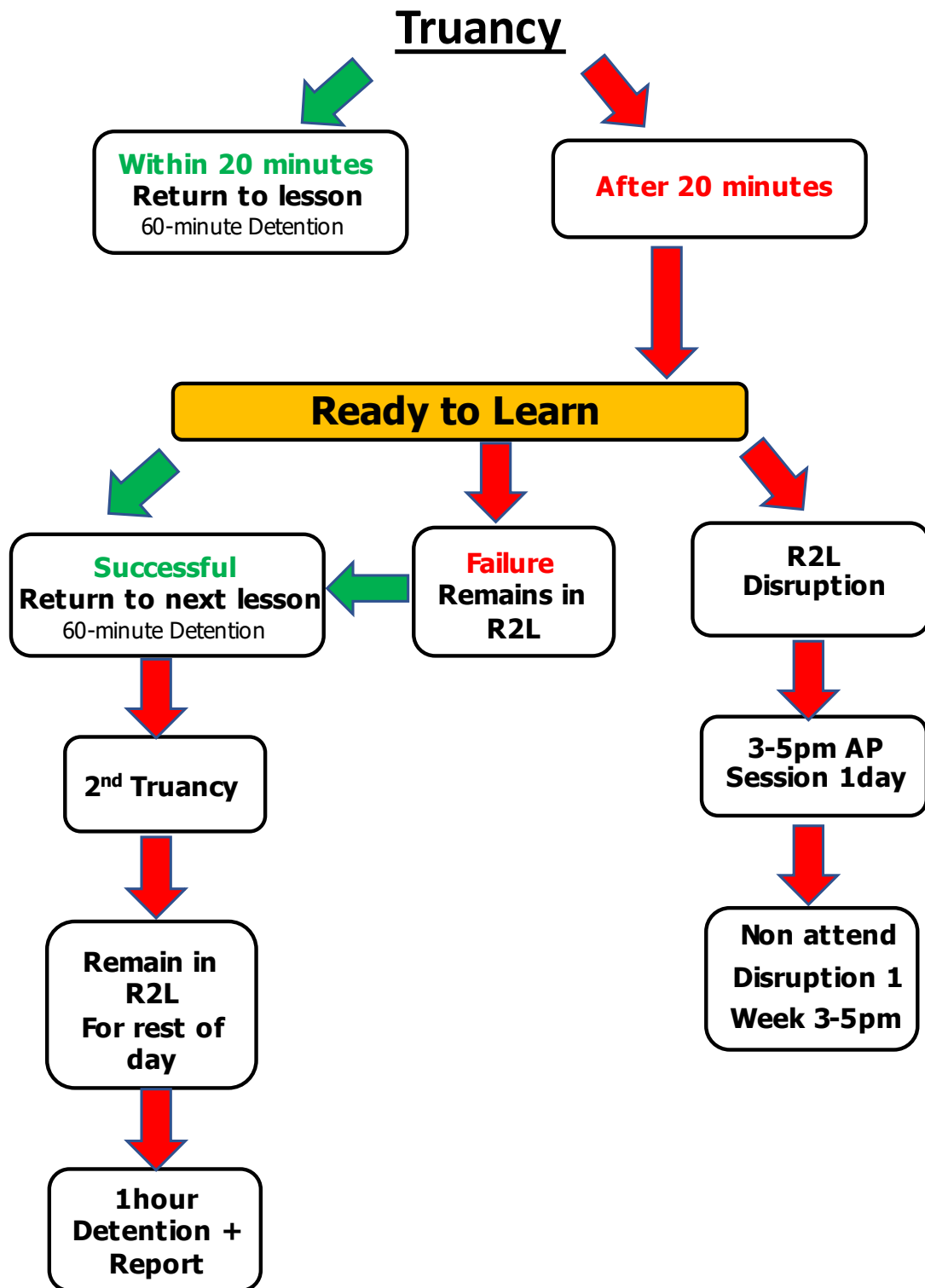
ON CALL OUTCOMES

- Removed from that lesson and placed in Ready to learn
 - On Call Support. Student is supported to return to lesson to continue with their learning
- Staff to contact Parents/carers to discuss concerns**

Appendix 6 – Ready to Learn



Appendix 7 – Truancy



Detention Protocol

- Admin staff setting the detention must contact parents/carers by 2.00 pm on the day of the detention.
- Admin staff setting the detention MUST record it on SIMS.
- Admin will send a detention list to staff each morning.
- Staff to complete a restorative meeting with the student and update the tracker stating this been completed.
- Staff on duty covering detentions must record student attendance on the sheet provided
- Tutors to escort students to breaktime detentions.

Lunchtime Detention

Late to school
Late to lesson.
Ready to Learn students.
Set by staff – detention can take place in classrooms.

After school Detention

Mon-Fri.
30 minutes
30 minute school detention is reset if student fails to attend.

SLT After school Detention

Weds/Fri – 60 minutes.
Students who fail to attend 2 detentions.
Students who have committed a significant offence.
Students who lose their Standards card.
Students persistently late.

Principal Detention

Fri – 90 minutes.
Students who fail to attend the SLT detention.
Students who continue to not meet expectations.
Students who have committed a significant offence.



High Expectations lead to High Achievers

Appendix 9 - Notes/Guidance on How to Enter Information in SIMS

SIMS entries form part of the student's permanent record. These are used in any intervention strategy including: Parental Meetings, Inclusion Support Plan's and recording behaviour incidents.

Please remember when entering an incident that:

- The record of the incident should be grammatically correct with accurate spelling.
- Staff must avoid any personal comment or judgements – please keep to the facts.
- Staff should not enter the names of other students – use initials if necessary.
- When entering a student for detention it is important to ensure the date of incident and reason field are completed accurately.
- For behaviour entries please ensure you give enough detail to make it clear exactly what the student has done to warrant the given sanction(s).
- Paper based statements may be required for the most serious behaviour incidents, where greater detail is needed. If a paper-based statement is required, it will be requested by the HoY or senior leader.
- Any behaviour incident at the 10 point threshold will require a paper based statement.

Appendix 10 - Calling for On Call

There will always be a member of staff On Call who can be contacted by radio. The member of staff On Call should be called for any serious incident or if a student needs to be withdrawn from a lesson.

The 'Ready to Learn' room is for any student who needs to be withdrawn from a lesson because they are disrupting the learning of others.

A student can only be taken to this room by the member of staff On Call or when:

- There has been continuous disruption to learning after the Behaviour Policy has been followed.
- A student has been extremely rude or defiant to the teacher.
- There has been a serious incident.

It is not appropriate to On Call a student for:

- Being late.
- Poor work.
- Not having correct equipment or uniform.

Procedure

- The member of staff requests On Call via SIMS. (SIMS will send an automated email)
- On Call is notified via the radio.
- On Call takes the student to the 'Ready to Learn' room.
- The member of staff requesting On Call will log this on SIMS, following the behaviour policy. This includes meeting with the student and contacting the parent/carer to discuss the incident.

Appendix 11 - Ready to Learn: Student & Staff Expectations

"Mistakes have the power to turn you into something better than you were before."

Student Expectations

You may be feeling upset and angry right now. But warnings have been given, on-call has been used and you will now complete the remaining lesson time in Ready to Learn.

Staff on duty do not know your situation – they were not there. They cannot change the situation but will support you to settle, engage with Knowledge Organiser learning and help prepare for a return to lessons.

"When you make a mistake, there are only 3 things you should do about it: admit it, learn from it and don't repeat it." – Paul Bear Bryant

You must now follow the actions below to meet expectations required to return you to lessons.

Failure to follow the actions below will extend your time in Ready to Learn.

Actions Required:

- Enter the Hall calmly, do not disrupt the learning taking place.
- Wait to be directed to a seat and desk by a member of staff.
- Place your bag on the floor and any coat / jacket on the back of your chair behind you.
- Collect your exercise book and a Knowledge Organiser/ work to be completed for this session.
- Copy subject vocabulary and definitions into your exercise book.
- Use the look-cover-write-check method to work through your knowledge organiser.
- Do not mark, damage, or graffiti your book or Knowledge Organiser in any way.
- Work in silence during your time in Ready to Learn.
- Raise your hand if you need to talk to a member of staff.
- Do not disrupt or distract others from their learning.
- Always follow staff instructions.
- Wait to be dismissed at the end of your session.

Students will not leave Ready to Learn until they have met all the expectations above. The earliest opportunity to leave is at the end of the lesson from which they were removed. Students are advised to make positive choices, work well, and get it right first time!

Staff Expectations

Staff are responsible for a calm and well-ordered environment by:

- Applying the Behaviour Policy consistently.
- Directing students to an appropriate seat and desk.
- Logging the reason for the on call in the Ready to Learn channel in TEAMS
- Issuing each student with their RTL exercise book and KO if they don't have one.
- Monitoring the quality of the work completed to ensure students can return to lessons.
- Ensuring resources are treated with respect, and the area is kept clean and tidy.
- Requesting on-call/SLT support if required, to support with behaviour management.
- Waiting for duty staff at lesson changeover and advise of students not yet able to return to lessons.

Appendix 12 – Supporting Information to the Policy

Education and Inspections Act 2006: The power to confiscate

- 1.1 Under section 91 of the Education and Inspections Act 2006, a member of staff at Oak Academy has the right to confiscate and retain a student's property as a disciplinary penalty where it is reasonable to do so. PPE will be worn if in special circumstances an item must be confiscated.
- 1.2 If a student refuses to hand a requested item over, the incident will be referred to a senior member of staff immediately.
- 1.3 The confiscated item can be kept until the end of the day.
- 1.4 Confiscated items will be passed to the Inclusion VP for either KS3 or KS4 and will be stored securely in a locked draw/cupboard until the parent/carer collects it.
- 1.5 The power to confiscate extends to all items that are not allowed at the academy. Regarding weapons, knives, illegal drugs and stolen items: these will never be returned to the student but handed directly to the police. Cigarettes and tobacco will be destroyed, and alcohol will be poured away.
- 1.6 With regard to items confiscated that are not permitted to be worn or used by students (inappropriate uniform/use of a mobile phone – either in a lesson without the teacher's permission or at times other than at lunch or break) the process for confiscating is set out as above. This also includes the wearing of earphones (whether in the ear or hanging from the neck) which are banned from the Academy.

Education and Inspections Act 2006: The power to screen and search students

- 2.1 Oak Academy does not participate in any scheme to screen its students. However, there are times when searching students is sometimes necessary and this is undertaken under the following principles:
- 2.2 Oak Academy is not required to inform parents/carers before a search takes place. It is also not required to seek parents/carers' consent for the search of their child to take place.
- 2.3 A member of the Senior Leadership Team or a Head of Year will always be present during a search except for a school trip or visit, whereby the person who will be present will always be the visit/trip leader.
- 2.4 The search will always be conducted by two appropriate members of staff to support the female, male or non-binary student.
- 2.5 Any student can be searched for any item that is banned by the Academy. In the event of a search being carried out, staff may take additional risk protection measures, such as wearing PPE.
- 2.6 If the Academy suspects that a student has a banned item on his/her possession, the student can be instructed to turn out their pockets or bag. If a student refuses to co-operate with the search, he/she will also be subject to the same sanctions regarding any act of defiance.
- 2.7 The banned items at Oak Academy are:

- Knives or weapons
- Alcohol
- Illegal drugs including legal highs
- E-Cigarettes
- Stolen goods
- Cigarettes/tobacco
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal or damage to the property

2.8 In addition, chewing gum and energy/fizzy drinks are banned from the Academy site.

2.9 If appropriate, the use of CCTV will be used to decide whether a search of a student needs to take place.

The extent of the search:

- Students are only required to remove their outer clothing
- Outer clothing is defined as clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing is defined as: hats, shoes, boots, gloves, and scarves.
- Possessions means any goods over which the student has or appears to have control. This includes bags.

The power to discipline beyond the school gate

3.1 Under section 89 (5) on the Education and Inspections Act 2006, Oak Academy has the power to discipline students outside of the school gate under the following circumstances:

- When students are taking part in any academy organised activity
- Travelling to and from the academy whilst wearing uniform
- They are in some other way identifiable as a student of the Academy

3.2 There are additional times when students behave inappropriately which:

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

3.3 In these last three instances, the Principal and Vice Principal will consider carefully the aggravating and mitigating circumstances of each case and confirm whether it is appropriate to sanction the student(s) involved.

The power to use reasonable force

Under s. 93 Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force on and off school premises where the member of staff has lawful control, or is in charge, of the student concerned.

4.1 There are three key reasons for the use of force which are:

- To prevent students from committing an offence
- To prevent students from injuring themselves or others
- To maintain good order and discipline within the classroom and across the site

There may be times when a student behaviour requires staff to use physical intervention to ensure the students own safety, the safety of other students and staff, or that property is not seriously damaged. Parental consent is not required to use restraint on a student, but the parent/carer will be informed of the incident, the same day.

False allegations against a member of staff

- 5.1 Allegations of abuse against members of staff are taken extremely seriously and will be dealt with in line with the policy for submitting a complaint to Ambitions Academies Trust
- 5.2 Oak academy will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the student and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the academy.
- 5.3 Students who are found to have made malicious accusations against members of staff will face the minimum sanction of a five-day exclusion which, subject to the allegation and the time taken to investigate, may be increased at the discretion of the Principal placing the student at risk of losing his or her place at Oak Academy.

Bullying

- 6.1 Bullying of any type is not acceptable. Please refer to the AAT Bullying policy.

Suspensions

- 7.1 Suspensions from the academy is usually reserved for serious offences or persistent misbehaviour. Suspensions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be permanent, for a fixed time or an internal suspension.
- 7.2 **Fixed Term Suspension** may be issued in situations (including persistent disruptive behaviour) where breaches of the Behaviour Policy require a significant response but where these are not serious enough to warrant permanent exclusion. The duration of a fixed term exclusion is wholly dependent on the gravity of the offence and at the Principal's discretion. During a fixed term suspension, parents must take responsibility for their child and ensure that they are not in any public place without good reason during school hours within the first five days of any suspension. If they do not, the Academy or local authority may issue a £50 penalty. Parents are expected to attend reintegration interview following any fixed period of suspension. Failure of parents/carers to attend the reintegration interview may result in a Parenting Order being issued by the courts or local authority.
- 7.3 In the case of any suspension a thorough investigation will be carried out (which includes obtaining written statements from the alleged offenders – although this may not always be possible). An account of the evidence will be issued to the Principal. In his decision the Principal may, when considering the seriousness of the alleged offence under consideration, factor into their decision the previous behaviour of and sanctions applied to the student(s). In some cases, a decision may be automatically referred to Governors for ratification, in others the students or parents can ask that the Governors review the decision.
- 7.4 Any HOY or senior member of staff may request to discuss a suspension with the Principal as a sanction however, all final decisions will be made by the Principal.
- 7.5 All serious offences will be dealt with by the Vice Principal and/or Principal in accordance with government legislation guidelines and Academy policies.

- 7.6 A risk assessment must be carried out following any serious offence to:
- Safeguard students, staff and visitors
 - Asses the suitability of a student's return to the Academy
- 7.7 **Permanent Exclusion** is rare but may be appropriate in some cases. Guidance from the DCSF states 'permanent exclusion should be considered for serious breaches of the Rewards and Sanctions policy and where a student remaining in school will seriously harm the education or welfare of the student or others in school'. However, in circumstances of persistent misbehaviour where other sanctions have been ineffective, permanent exclusion may be considered. Acts of racism, sexual abuse/assault, serious actual or threatened violence, the supply and use of drugs and other illegal substances and materials, the possession of or use of offensive weapons and acts of bullying may be considered for permanent exclusion.
- 7.8 When considering exclusions, reference to and the application of the AAT Exclusion Policy will also form part of the decision-making process.

Alternative Provision (AP)

- 8.1 Consistent or persistent rule breaking may result in internal exclusion in the Alternate Provision (AP). This is intended to allow students the opportunity to reflect and focus their attitude back to learning.
- 8.2 Whilst working in the AP students are not permitted to take part in wider Academy life.
- 8.3 Only members of SLT can place students in Alternative Provision.