

Policy Title:	Engagement for Learning (Behaviour)
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Other Policies linked to this policy can be found on the school website or are available on request	Exclusions Policy Equality Policy Engagement for Learning Addendum (Covid-19) Home Academy Agreement Safeguarding, Child Protection and Promoting Student Welfare Safeguarding Amendment - Covid-19 April 2020 Special Educational Needs Policy Uniform Policy
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Index

		Page
1.	Purpose and aim of the policy and procedures	4
2.	Legislation and statutory requirements	4
3.	Definitions	5 - 6
4.	Roles and Responsibilities	6 - 7
5.	Standards outlined in the Policy	7
6.	Rewards and Praise	7 - 8
7.	Code of Conduct and Sanctions	8 - 10
8.	Detention, Isolation and Fixed Term Exclusions	10
9.	Non-negotiables	11
10.	Persistent Disruptive Behaviour	11
11.	Pastoral Support Plans	11
12.	Alternative Provision	11
13.	Permanent Exclusion (See Exclusion Policy)	12
14.	Pupil support	12
15.	To and from Home	12
16.	Confiscation of Banned Items	13
17.	Physical restraint	14
18.	Malicious Allegations	15
19.	Governors' written statement of general principles to guide the Headteacher in determining measures to promote good behaviour	15-16
20.	Monitoring and Review	16

Engagement for Learning Policy

“No student has the right to disrupt the learning of others.”

Purpose and aim of the policy and procedures

The Oxford Academy is a learning community. The purpose of this policy is to secure a **positive climate** for learning. Students need to have a positive and orderly environment in which they can achieve success. This policy has been designed with reference to the DfE guidelines *Behaviour & Discipline in Schools* (January 2016) to ensure that all students are given the upmost opportunity to achieve their potential.

As set out in the [Home-Academy Agreement](#) parents/carers are encouraged to engage as active partners with the Academy to ensure that their children achieve their full potential. This includes supporting the Academy’s Engagement for Learning policy and instilling in their child how she/he is expected to behave. The standard of behaviour expected of all pupils at The Oxford Academy is outlined fully in the home-school agreement, which all parents must sign following their child's admission to the academy.

Teachers have the right to teach and students have the right to learn. All pupils are always expected to take responsibility for their actions and their choices. Students need to know and understand boundaries of reasonable behaviour within which they can act. If they stray away from these boundaries, the academy will respond with appropriate consequences. These consequences include the use of after school detention and an isolation room. Students need to develop a concept of self-discipline and self-respect. They also need to respect their school, the staff and the environment, as well as each other.

Students need to understand basic virtues of honesty, fairness and politeness and that responsibilities go hand in hand with rights.

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](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- 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
 - 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)

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 (**STOP – Several Times On Purpose**).

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
Racial	Racial taunts, graffiti, gestures
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 policy available on the academy's website.

Roles and Responsibilities

Governors

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Governing Body has appointed a Student Discipline Committee. All permanent exclusions are referred to this Committee, and parents have the right to make representation to this Committee in cases of permanent exclusion. Should the Committee uphold the Head's decision to permanently exclude, then parents have the right of appeal to an independent appeal body.

The Governors' Student Discipline Committee will also meet to discuss any exclusion which is more than 15 school days in total per term (i.e. it could be 15 or more days for one exclusion, or 15 or more days as a result of a number of shorter exclusions during one term). Parents again are invited to this meeting and can make representations to the Governing Body. All exclusions of between 6 and 14 days or totalling between 6 and 14 days per term will be reported to the Governing Body by the Head Teacher. The Governors' Student Discipline Committee will also meet to discuss any exclusion of between 6 and 14 days if requested to do so by a parent of the student concerned.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour 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.

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 (see appendix 3 for a behaviour log)

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

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

Standards outlined in the Policy

At The Oxford Academy, we agree to:

- have high expectations of each other
- be polite and considerate in our dealings with all members of our community
- maintain a clear focus on learning
- develop a common understanding of academy routines and expectations, using these consistently at all times
- make sure that we understand and fulfil our own roles and responsibilities in relation to this policy

Rewards and Praise

Celebrating achievement and rewarding success are important ways of motivating students and strengthening relationships. Many of our rewards are also linked to our skills for life recognising attributes such as determination, commitment to success, decision making and initiative.

We reward and celebrate student success by:

- R1 - Verbal and non-verbal praise, *for working well and getting things right in class and around the school.*
- R2 - Credit (1 credit point) - *for special effort or acts of kindness. Credits are recorded on SIMS.*

- R3 - Commendations (3 credit points) - for maintained efforts or going above and beyond expectations. Commendations *are recorded on SIMS*.
- R4 - Year Leader Commendations (5 credit points) *a certificate presented by the Year Leader for things like helpfulness, charity work, generosity, supporting and valuing others.*
- R5 - Headteacher's Commendations (10 credit points) *a certificate presented by the head teacher in person for things like contributions to the community, leadership, success in competitions. Voluntary work, Supporting younger students*

Students are further awarded by transferring their credit points for items at the Bistro or with High Street vouchers when they accumulate points in multiples of 50.

In addition, sometimes the following rewards are given by:

- Hot chocolate Friday
- Bringing outstanding work to the attention of Subject Leaders, Year Leaders, Senior Leadership Team (SLT)
- Sending postcards/letters/certificates home
- Contacting home
- Displaying work in classrooms, corridors and reception area
- Recognition through assemblies
- Presentation evenings

Code of Conduct and Sanctions

On a lesson by lesson basis, students will have a simple choice, to either be in class working hard and progressing with their learning or to be removed from class so that the learning of others is not disrupted.

- Arrive to lessons on time
- Line up quietly outside the classroom prior to the start of the lesson
- Enter quietly and sit where instructed by the member of staff leading the lesson
- Sit/work silently completing the Daily Review whilst the register is taken
- Listen in silence when the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Treat staff and students with respect at all times
- Follow all instructions the first time asked
- Work exceptionally hard to the best of their ability without disrupting any other student learning
- Students will not be given permission to access toilet or water facilities during any lesson (dispensations on medical grounds will be made on an individual needs basis)
- Behave in an orderly and self-controlled way
- 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

If a student fails to meet any of these simple expectations they will be issued with a C1 warning by the member of staff leading the lesson with a brief explanation for the reason. The second time during a lesson that a student fails to meet these expectations they will be issued with a C2 warning by the member of staff leading the lesson with a brief explanation for the reason. On the third occasion that a student fails to meet these expectations they will be issued with a C3 and a brief explanation for the reason, they will then be sent to our Referral room for the remainder of the lesson and complete a minimum 30 minute detention at the end of that school day. Failure to arrive within 5 minutes of being sanctioned or refusal to go to the Referral room will result in being placed in Isolation for a five successful lessons and an after school detention.

Students in referral will be supervised to complete appropriate schoolwork and supported to make better choices when returning to lessons. If a student fails the expectations within referral and receives a C1, C2 and C3 they will be placed into isolation.

- Two C3s within a school day will result in a day in isolation
- C4 – Truancy from tutor time or lesson/ other serious breaches of school discipline (such as verbal abuse or repeated defiance) will result in a day in isolation*
- Failure to attend a detention will result in a day in isolation

*depending on the severity of the incident a student may receive a longer period of isolation or may need to be excluded from the academy for a period of time – see below

No student has the right to disrupt the learning of others.

C1		First warning
C2		Second warning
C3		Sent to referral for the remainder of lesson and minimum 30 minute detention after school
Two C3s		Two C3s in a day results in a whole day in isolation and detention
C4		Truancy - one day in isolation and detention

Parents and carers are contacted via text message for any negative behaviour (excluding C1 and C2). In line with *Behaviour & Discipline in Schools* (January 2016) parental consent is not required in order to give a detention after school, however we always seek to work in partnership with parents and carers.

Other Sanctions:

- Extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance not being allowed to represent the school at sport or attend a school trip or participate in reward evenings
- Missing break or lunch time
- School based community service – e.g. Helping teachers and school staff / litter picking
- In addition, students may be referred to the Faculty Leader, Year Leader or member of SLT
- Being placed on report/support card by Tutor, Faculty or Year Leader

Detentions

Detentions must be completed on the day of the C3 or C4. During the detention students will uphold perfect behaviour and engage with the set work based on the school's standard and expectations. Detentions are for 1 hour but students can leave after a minimum of 30 minutes if they have successfully completed their expectations sheet in fully and to the required standard. Failure to behave perfectly or complete the required work will result in being placed into isolation for the next school day, completing the detention again at the end of that day.

Isolation

Any student who is placed into isolation has either disrupted learning six times, truanted or been involved in a serious breach of school discipline. Isolation consists of five successive successful lessons, including break and lunch time, where work is completed by students to their best ability. Failure to behave correctly, engage or complete work will result in C1 and C2 warnings. Once a C2 has been issued a member of staff will attempt to call to home to warn parents and carers that their child is not currently engaging and is risk of failing their isolation. Upon their return if a student still fails to engage and receives a C3 they will receive a fixed term exclusion where isolation is completed on their readmission. If a student is suspected of having been involved in a serious incident it may be necessary for them to be placed into isolation whilst this incident is being investigated.

Fixed-term Exclusion (please see the Exclusions policy)

A decision to exclude a student for a fixed term may be taken in response to breaches of the Academy's Engagement for Learning Policy.

Examples of behaviour that will lead to a fixed-term exclusion include but are not limited to the following;

- Verbal abuse against others
- Physical abuse to staff or students
- Indecent behaviour
- Damage to property
- Theft
- Actual or threatened violence against another student or a member of staff

- Sexual abuse or assault
- Persistent poor behaviour
- Smoking on the school premises

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction.

Non-negotiables

There are some situations that we will not tolerate from any student. If students do present a severe risk to others, it is highly likely that they will be permanently excluded from our school. An indicative but non exhaustive list would include:

- Bringing recreational drugs and alcohol into school
- A weapon of any sort including pen knives and BB guns
- Any article that has been or is likely to be used to commit an offence, cause personal injury, is stolen or could cause damage to property such as fireworks or flammable liquids.
- Persistent bullying
- Persistent disruption of lessons
- Persistent defiance
- A physical assault of a member of staff
- Threatening and intimidating behaviour towards staff

Persistent Disruptive Behaviour

The Oxford Academy recognises that continuing disruptive behaviour might be the result of unmet educational or other needs. When a pattern of repeated poor behaviour is identified, the academy will consider whether a multiagency assessment is necessary. Good practice will result in several departments and agencies working collaboratively to ensure the unmet needs are identified and the correct support measures are put into place. Should the poor behaviour continue The Oxford Academy will consider using a Pastoral Support Plan (PSP) to track and monitor the support in place.

Pastoral Support Plans

If a student repeatedly fails to meet the expectations of the school in terms of their behaviour, and thereby places themselves at risk of permanent exclusion, a Pastoral Support Plan (PSP) will be started, aimed at trying to keep the student in the school, by helping them to manage his or her behaviour better. A Pastoral Support Plan runs over a maximum period of 12 weeks. During this time the student would be expected to show a significant improvement in their behaviour and a significant reduction in the level of disruption they cause to the learning of other students. If a student fails to show the required level of improvement while on a Pastoral Support Plan it would be expected that this would lead to a permanent exclusion.

Alternative Provision

The Oxford Academy has links with a number of alternative provision schools and providers and the Headteacher may direct pupils to attend off-site educational provision, to help

improve their behaviour or to provide more suitable educational provision, as deemed necessary.

Permanent Exclusion (See Exclusion Policy)

This sanction is the ultimate sanction allowed for any school. It would only be used in strict accordance with the DFE guidance Exclusion from maintained schools, Academies and pupil referral units in England. Permanent exclusion would be considered for persistent disruptive behaviour (usually as the result of a student failing a PSP) or for an extremely serious one-off breach of the school's Behaviour Policy.

Pupil Support

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.

Students who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the behaviour policy however, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP). Staff can refer to the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

To and from Home

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school in the community. Students are expected:

- To arrive at school and leave school in full uniform (students are not permitted to wear hooded sweatshirts, scarfs or headphones at any time on the premises – such items will be confiscated on sight)
- To use the traffic lights crossings where possible to cross the road safely
- To use the cycle lanes/pedestrian zones safely (following the highway code of conduct at all times)
- To take any litter home and dispose of it properly

- To respect our neighbours and all local residents

Behaviour outside school:

The expectations, rules and agreements within this policy apply both on school premises and outside of school. Staff have the right and responsibility to challenge inappropriate and dangerous behaviours of students both in and out of school. In line with *Behaviour & Discipline in Schools* January 2016 the school may impose sanctions on a student for poor behaviour outside of school:

Specifically, when students are:

- taking part in any school-organised or school-related activity or
- travelling to or from school

or negative behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of staff or member the public (including cyber bullying – see the Anti-Bullying Policy) or
- could adversely affect the reputation of the school.

The sanctions imposed will be determined by the severity of the negative behaviour and its impact on the wider school following a risk assessment

Confiscation of Banned Items

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

This policy is informed by [Searching, Screening and Confiscation](#) (DfE January 2018). This is the current DfE advice in relation to this issue.

In line with current legislation the staff at The Oxford Academy reserve the right to search students if they have reason to believe that they are carrying offensive weapons or illegal substances, namely:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff 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).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Similarly students can expect to be physically restrained if they present a danger to themselves or other members of the community. Searches will be carried out by Heads of Year or members of the Senior Leadership Team and Parents and Carers will always be informed when this has happened.

The Headteacher authorises his/her Senior Leaders and Heads of Year to carry out all searches. There should be a witness present and both members of staff should be of the same gender as the student being searched. In exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

If inappropriate articles are brought into school or used inappropriately, they may be confiscated and kept in the school safe for collection at the end of the day. If these items are dangerous or illegal, they will be handed to the Police for safe disposal.

The Oxford Academy works closely with its Police Liaison Officers. If students are involved with any activity, which breaks the law the police may be involved in the confiscation of items, Restorative Justice Conferencing, group work and education as well as links with home. Parents and Carers will always be informed when the police are involved and given the opportunity to attend any interviews.

If a student refuses to co-operate with such a search the school can apply an appropriate disciplinary penalty. The school will continually review whether staff authorised to undertake searches require additional training. The school will only undertake a search without consent if they have reasonable grounds for suspecting a student. These grounds could include a student acting in a suspicious fashion, overheard comments from other students, CCTV footage, etc. Similarly, the police will be involved if any student is suspected of having contact with an illegal substance. This includes possession, using or dealing. In such cases, the police will decide what course of action should be taken.

Physical restraint

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 reported to the Headteacher in writing the same day
- Be recorded on SIMS on the same day
- Be reported to parents

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our [Safeguarding and child Protection Policy](#) for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Governors' written statement of general principles to guide the Headteacher in determining measures to promote good behaviour

The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour. Practical applications of these principles are the responsibility of the Headteacher. This statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, students and staff.

At The Oxford Academy, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles that Governors expect to be followed.

The purpose of the behaviour policy is:

- to fulfil the Governors' duty of care to students and employees
- to promote high standards of teaching and learning and high standards of attainment
- to preserve the reputation of the academy

The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation.

The purpose of sanctions is:

- to promote positive behaviour that enables all students to learn and make progress
- to demonstrate that misbehaviour is not acceptable
- to express the disapproval of the school community
- to deter other students from similar behaviour

It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use his/her discretion in their use. Sanctions should however be applied fairly, consistently, proportionately and reasonably, taking into account special educational needs, disability and the needs of vulnerable children, and offering support as necessary.

The Governors expect students and parents to cooperate fully to maintain an orderly climate for learning.

The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the academy's staff will not be tolerated. If a parent does not conduct himself/herself properly, the academy may ban them from the academy's premises and, if the parent continues to cause nuisance or disturbance, he or she may be liable to prosecution.

Monitoring and Review

The effectiveness of this statement in guiding the Headteacher is kept under review by the Governing Body, with a formal review and re-adoption every three years. Any substantial changes to the principles will be consulted upon, as described above.