

# Behaviour policy - appendix

Retford Oaks Academy

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# 1 Rationale

The Academy is committed to ensuring high standards and to creating an environment based on respect for everyone involved in Academy life, and respect for the Academy environment. Everybody has the right to achieve their full potential and everybody has the responsibility to enable this to take place. Each individual must accept personal responsibility for their behaviour.

This policy outlines the behaviour that we expect from all of our students, the recognition we give to students who meet these expectations, and the rationale behind the sanctions which will be applied if this policy is not adhered to.

## The Law:

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school

(<https://www.legislation.gov.uk/ukpga/2006/40/section/91>). The power to discipline also applies to all of Retford Oaks Academy's staff. Diverse Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This document is written in conjunction with the Diverse Academies Trust Behaviour Policy which can be found at <https://www.diverseacademies.org.uk/aboutus/policies/>

## Policy Aims:

- To create a safe, inclusive environment for all staff, students, parents and visitors
- To ensure that the highest expectations of student behaviour support learning and achievement
- To create an environment where students demonstrate the ability to be self-disciplined, hardworking and able to accept responsibility for their own actions
- To develop strong partnerships with families to celebrate exemplary behaviour, and to support where this is needed to ensure behaviour expectations are met
- To use Restorative Justice (RJ) as the basis for enabling behaviour expectations to be met

## Restorative Justice:

The aim of RJ is to ensure that behaviour expectations are upheld, and where actions fall short of this, behaviour is addressed such that it is dealt with fairly and intelligently, enabling future learning to proceed.

RJ requires that **all** of the following steps are applied:

1. action which falls short of expectations
2. appropriate sanctions
3. a conversation which makes it clear to the student how they have not met expectations

4. acceptance from the student that their actions were inappropriate
5. reparation so that no further conflict arises from the situation

It is **vital** that all steps are followed – RJ can never go from action to reparation without the interim steps.

## **2 Roles and responsibilities**

At Retford Oaks Academy we expect students to adhere to and follow our rules and expectations at all times. We expect parent/carers to support the Academy in making sure their child meets Academy expectations.

We expect a consistent approach to behaviour management from all members of staff. All staff should expect and enforce good behaviour around the Academy and should lead by example.

### **Students**

We expect that all students will:

- Arrive at the Academy every day on time, and arrive to lessons on time
- Always wear their uniform correctly and with pride
- Be ready to learn with the right equipment
- Be polite and courteous to students and staff
- Take pride in their work
- Move around the Academy sensibly
- Follow instructions first time every time
- Take every opportunity to gain reward points

### **All Academy staff**

we expect that all staff will:

- Model and uphold high standards of behaviour
- Implement the behaviour policy consistently
- Recognise and reward success

### **Classroom teachers**

We expect that all teachers will:

- Consistently promote high standards of behaviour
- Challenge behaviour which falls short of Academy expectations – manage behaviour effectively ensuring a safe and stimulating environment employing the principals of RJ
- Consistently and fairly apply the behaviour policy in every lesson, taking responsibility for promoting good and courteous behaviour both in the classroom and around the Academy

- Utilise a range of behaviour management strategies thus dealing with situations fairly, intelligently and in a way which enables learning to proceed

**Tutors** – additionally, we expect that all tutors will:

- Establish positive relationships with their Tutees
- Uphold Academy standards and expectations
- Recognise and reward success
- Monitor standards of tutees' work across the Academy and follow up any concerns
- Monitor standards of tutees' behaviour across the Academy and follow up any concerns
- Work in partnership with parents/carers to recognise excellent behaviour and support where behaviour is falling short of expectations

**Academy leaders** – additionally, we expect that all staff who hold a leadership responsibility in the Academy (including TLR holders) will:

- Enable all aspects of this policy to be implemented, offering support where required
- Consistently model and promote high expectations in relation to behaviour
- Maintain high standards of behaviour beyond the classroom, including during social times, the beginning and end of the school day, and during changeover times

**Parents** - we expect that all parents will:

- Understand that by choosing to have a child/children attend the Academy, you are agreeing to the rules, sanctions and expectations of the Academy
- Praise students who meet our expectations and celebrate recognition of this from the Academy
- Work in partnership with the Academy to encourage and support their child/children to meet Academy expectations in relation to behaviour, including meeting uniform requirements
- Work in partnership with the Academy to support their child/children where an improvement in behaviour is required, including where this involves a period of bespoke provision which may involve attending a setting beyond the Academy
- Inform the Academy of any personal circumstances which may negatively impact on behaviour so that the Academy can work with you to offer support and guidance
- Be polite and courteous when communicating with all staff at the academy, whether this is face to face, by telephone, email or other any method of communication

### **3 Core expectations:**

These apply to all students who attend the Academy. By attending, students, and their parents, are accepting these expectations and must abide by them. Where this is not the case, RJ will be used to address whatever action has fallen below our expectations. The RJ process does involve the use of sanctions and these will be applied in accordance with policy.

Expectation	How this will be met
Attend the Academy regularly and punctually	All students should aim to attend the Academy 100% of the time. If attendance falls below 97% it is a cause for concern. Where there is genuine reason for absence (supported by GP/medical evidence) this should be discussed with the Academy. Where there is no reason for repeated absence, fixed penalty notices may be issued. Students should arrive to the Academy, and to each lesson, promptly
Wear correct uniform at all times	Guidance on correct uniform can be found on the Academy website. If for any reason correct uniform cannot be worn, contact the House/Year Office to make temporary arrangements. Where there is no reason for uniform being incorrect, sanctions will apply
Be ready to learn	All students must enter each lesson ready to learn, including having the correct equipment. Again, contact House/Year Office if support is needed in relation to equipment. Determination to learn is a core expectation and recognition will be given to students who demonstrate exceptional commitment to their learning
First time every time	Students are expected to follow instructions first time every time – this is a basic expectation of everyone in the Academy, whether within or outside lessons. Students should ask politely if they need any instructions explained further to them

In addition, acts of violence (physical, verbal or threatening behaviour), discrimination, or bullying (physical, verbal or emotional) will not be tolerated at the Academy as they contravene our behaviour expectations.

#### 4 Recognition

The Academy recognises that the vast majority of students and their families work with the Academy to meet, embrace and excel in demonstrating the high levels of behaviour we expect. The vast majority of students meet the Core Expectations. The Academy uses a wide range of strategies to recognise excellence and/or improvement in relation to this which include (though not exclusively):

- Verbal recognition
- Reward points leading to badges being awarded

- Recognition events, both within and beyond the Academy

## 5 Sanctions

The Academy will use sanctions where actions fall short of our expectations. All sanctions are applied in line with Government Guidelines, including the issuing of after school detentions and suspensions. The Academy will use its discretion when applying the sanctions, taking into account all circumstances.

Sanctions are therefore applied to each situation individually.

### **Classroom based sanctions:**

A range of sanctions (indicative, but not exhaustive, as outlined below) may be applied by any member of staff at the Academy. Professional judgement will be used to determine when to move to each level – depending on behaviour levels may not always follow incrementally (meaning a level 3 can be issued without the other levels preceding it if in the professional judgement of the member of staff the behaviour is commensurate with that level of sanction):

- Level 0 – minor disruptive behaviour is dealt with swiftly and efficiently without interrupting the lesson, for example through a verbal reminder of expectations, change of seat in the room, employing swift behaviour management techniques
- Level 1 – is issued if behaviour interrupts learning and a verbal warning is given making it clear why the behaviour is inappropriate. This is dealt with and recorded by the class teacher. The teacher may issue a short sanction (staying behind at the end of the lesson, for example) if appropriate.
- Level 2 – where this is issued the student will be asked to stand outside of the classroom for a short time to reflect on their behaviour. The student will be spoken to by the class teacher with the aim of them returning to learning in the classroom swiftly. This is dealt with and recorded by the class teacher, or in conjunction with the curriculum leader. An appropriate punishment will be set.
- Level 3 – where this is issued via a red card, the student will move to the Referral Room where they will fill in their restorative justice form prior to meeting the teacher at a later stage to resolve the issue. An after school detention will be set, and parents will be informed. Should the student fail to attend the Referral Room, or the subsequent restorative justice meeting, a further sanction will be applied.

### **Academy sanctions:**

These will be applied if the classroom based sanction does not resolve the issue, or if the student refuses to comply with the classroom based sanction. These may also be issued for

out of lesson or more serious general behaviour which falls short of our expectations. These sanctions can include (though not exclusively):

- Break, lunchtime or after school detention
- Internal arrangements which remove students from timetabled lessons for a period of time (for example in the pre-exclusion room)
- Suspension
- Managed move for a short time to another Academy
- Managed move to an alternative provision setting
- Review with governors
- Permanent exclusion

For further information regarding exclusion policy, please refer to:

<https://www.diverseacademies.org.uk/about-us/policies/>

### **Power to discipline students for behaviour outside of the Academy:**

Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises. Depending on the circumstances, any of the above sanctions may be issued to discipline students. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable". Examples of where this may be applied (though not exhaustive) include:

- When taking part in any Academy-organised or Academy-related activity
- When travelling to or from the Academy
- Whilst wearing the Academy uniform or in some other way being identifiable as a student at the Academy

Actions which would trigger such a response from the Academy (though not exhaustive) includes behaviour which:

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

### **Police Involvement:**

Occasionally matters are referred to the police. Where this is done by the Academy, parents/carers will be informed that unless advised otherwise by the police, social services or other relevant professionals.

Where a police investigation is underway, the Academy will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.



The Academy will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The Academy will also provide school records given an appropriate formal request by the police for further investigation of a serious crime.

### **Power to Search:**

A search can take place if the member of staff has reasonable grounds to believe that a student is in possession of a banned item and/or there is a risk of serious harm if the search is not conducted immediately. Staff have power to search for “prohibited items” including (though not exhaustive):

- Knives and weapons (including replicas, BB guns, craft knives, pen knives, catapults, razors, or anything which could be used as a weapon)
- Laser pens and LED lights/torches
- Alcohol
- Illegal drugs, solvents or any other drugs except medicines (including in aerosol form, in accordance with Prescribed Medicines Procedures)
- Stolen items
- Cigarettes, tobacco, cigarette papers, E-cigarettes, vapes, vape liquids and associated items
- Fireworks, explosives or chemicals
- Pornographic images
- Items likely to be used to commit an offence
- Any item banned by the Academy rules which have been identified (including chewing gum, energy drinks, correction fluid and aerosols other than exception above)
- Cameras (the academy reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students, staff or the Academy environment)
- Mobile phones

### **Mobile phones**

Across all our settings we will implement the DfE Guidance and restrict the use of mobile phones in schools throughout the whole school day.

Mobile phones and personal smart devices must not be visible, used or heard during the academy day. This includes all lessons, breaks, transitions between lessons and general movement around the respective sites.

Exceptions to this only relate to Key Stage 5 pupils and these explicit arrangements will be made clear at the start of any period and managed appropriately by the teaching lead.

**NB:**

Should they be used inappropriately the phone may be confiscated by the academy. Where this is a repeated issue with any student, the phone will be kept by the academy until such time as a parent/carer can collect it.

**Search Expectations**

- 'Possession' includes any item which the student has or appears to have under their control, eg in pocket, bag, on their phone/device etc.
- Only coats/blazers/socks/shoes can be requested to be removed during a search
- Members of staff can confiscate, retain or dispose of the items from the searchable list, where reasonable to do so
- Any weapons, stolen items or controlled drugs will be delivered to the police immediately
- Pornographic images should be deleted/disposed of unless the police confirm possession constitutes a specific offence
- Any items which are evidence of an offence will be delivered to the police immediately
- The member of staff may examine the data/files on an electronic device if they have good reason to do so (e.g. cause harm, illegal content)
- Parents/carers will be informed of a search in a timely manner
- The Principal will decide if and when to return a confiscated item

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. Further information on this can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Search ing screening and confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Search_ing_screening_and_confiscation.pdf)

**Physical Restraint:**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom

(<https://www.legislation.gov.uk/ukpga/2006/40/section/93>).

**Retford Oaks Academy is committed to ensuring that all staff deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention only as a last resort.**

In extreme circumstances, trained staff may need to use more restrictive holds. All restraint incidents will be logged.

## **6 Complaints procedure**

Should you need to discuss any aspect of the policy or its application within or beyond the Academy, please contact the Academy and you will be directed to the appropriate person to address your concerns.

Should issues not be resolved, please refer to our Complaints Procedure.

This can be found on our website.

## **7 Appendix 1 – Graduated behaviour overview**

Please see the Trust [Suspensions and exclusions of pupils policy](#)