



North Oxfordshire Academy
The best in everyone™
Part of United Learning



Disruption Free Learning

Disruption free learning for all

At North Oxfordshire Academy we believe that:

**EVERY student deserves disruption-free learning
EVERY minute of EVERY lesson.**

Our expectations of behaviour are very high and we believe that our students are capable of meeting them. We accept no excuses for disruption to learning or poor behaviour. We have a very clear and well-structured behaviour system which supports this.

Good Manners and Good Conduct

Our starting point is the belief that all students should have good manners. Students must be able to present themselves in the best possible light to prospective further education providers and employers. First impressions count and one of the first things that is noticed is a person's manners.

We aim to promote these values, ensuring that all North Oxfordshire Academy students adhere to the following guidelines:

- Stand behind their chair, greet their teacher and sit down when invited to. At the end of the lesson stand behind their chairs and only leave when told to.
- Greet teachers in the corridor with 'Good morning' or 'Good afternoon' for example.
- Open and hold doors for staff and other students.
- Say 'please' and 'thank you' at the appropriate time.
- Say 'Please may I?' when asking for something.
- Always answer the register with 'Yes miss/sir'.

- Say 'Pardon?' not 'What?' if they mishear something
- Never swear.
- Do not interrupt conversations; wait to be spoken to.
- Knock before entering a room or office and wait to be called in or for someone to open the door.
- Respect the local community; students represent the academy both to and from school.

Basic Expectations

As a respectful member of North Oxfordshire Academy I will:
Wear my uniform correctly at all times
Keep the academy tidy
Eat and drink only in the restaurant or hall
Walk around the academy in a calm sensible manner
Move around the academy on the left hand side of corridors and stairs
Clear my table after eating in the restaurant
Enter my classroom quietly and sensibly
Remove all outdoor clothing when entering the building
Use suitable language at all times

In Class Expectations

I will demonstrate good learning skills by:
Arriving on time to class (late arrival will incur an instant C2) Doing as I am asked first time
Listening carefully whilst others are speaking
Allowing others to get on with their work
Showing respect to others by keeping my hands, objects and comments to myself
Always doing my best
Following academy rules for the start and end of lessons

Our teachers will make our expectations clear and enforce behaviour for learning fairly and consistently. We will provide guidance and support to help our students to reflect on their behaviour and make the right choices.

Behaviour for Learning

We expect our students to be resilient and fully engaged in their learning. This means that they show effort and enthusiasm and persevere even if they find work difficult. Using the RACE grid below we expect all our students to consistently be working at the level we expect from a committed student.

Reluctant	Accepting	Committed	Exceptional
Avoids work, needs reminders to be brought back on task regularly. Makes poor choices.	Does what is asked and to a standard appropriate to ability.	Hard working and fully engaged.	Drives own learning, showing independence of thought.
Can have a negative impact on others.	Follows instructions and does what is told. Does not have a negative influence on others.	Has a positive impact on others.	Has a sustained positive impact on the learning of others e.g leadership in lessons and positive role-modelling.
Lacks homework and has work missing in books.	Homework activities completed adequately but often fall short of full potential. Does what is expected but does not go the extra mile.	Notable effort put into work relative to ability. Homework tasks completed fully.	Homework tasks display evidence of wider reading and research. Goes the extra mile by consistently displaying curiosity and a love of learning.
Displays a lack of aspiration and motivation.	Shows insufficient desire/confidence to achieve full potential.	Demonstrates a desire to do well, taking some responsibility for their own learning.	Highly aspirational with an appreciation of the value and bigger picture associated with learning.
Reluctant to engage with feedback or in positive dialogue. Limited response to support.	Accepts support but does not seek it.	Responds well to teacher/parent/peer support and challenge.	Proactive in responding to targets/feedback, demonstrating the capacity to take the next step in learning without the teacher.

When things go wrong: A Staged Approach

- C1** If a student disrupts learning or is making no effort in a lesson they will receive a C1 - this is a first warning and their name will be written on the board, this will then be recorded on Go4Schools.
- C2** If a student continues to disrupt the learning they will they will receive a C2, be sent out of the lesson to sit with another teacher in the department of others and will have to sit a 45-minute detention the same day.
- Detention** Parents will be informed of the detention via text which will include the reason for the detention.
- Not In Academy** If a student does not attend a detention, parents will be informed via text message and will be required to attend a meeting the following morning before the student then sits a full day of isolation 8.30am-4pm.
- Report Cards** If a student begins to receive a high number of incidents, a range of interventions and support strategies will be used to support them. This may include being placed on a monitoring report with clear targets for improved behaviour.
- Zero Tolerance** Students who are repeatedly disrupting the learning of others may be placed on zero tolerance. Students on zero tolerance will be isolated after the issue of a C2 when disrupting lessons.

First Misbehaviour	Verbal Warning – name on the board	C1
Second Misbehaviour	Removal from class to a behaviour lead	C2 45 minute detention the same day
Third Misbehaviour	If you fail to reach the behaviour lead or if you disrupt the class SLT will be called and you will then face a day in isolation	SI (Serious Incident) A day in isolation

Serious Incidents (SI)

The following behaviours may lead to any number of the following sanctions: Community Service, Parent meeting, Academy hour detention, Internal Isolation, Fixed term exclusion, Governors Warning, Permanent Exclusion.
Verbal or physical abuse of staff
Fighting
Swearing
Possession or use of alcohol or drugs
Bringing a dangerous item into the Academy
Deliberate damage or theft to property
Smoking witnessed in or outside of the academy
Bullying or Racist behaviour
Truancy
Making malicious unfounded allegations against a member of staff
Walking out of class without permission

Zero Tolerance

Zero tolerance is used for students who persistently disrupt the learning of others. When a student is on zero tolerance any C2/SI for in class disruption will result in immediate isolation. Parents will be informed if their son/daughter is placed on zero tolerance.

Isolation

Internal Isolation is used when a student has received an SI or has failed to re-engage after a C2 classroom disruption removal into the behaviour lead's classroom. The teacher enters the SI which is then followed up with the on call senior leader. This is also used if a student collects more than one C2 in a day or can be used where a student has behaved in a more serious manner as an alternative to exclusion from school. The Senior and Pastoral teams are responsible for placing students in Internal Isolation.

A phone call or a text home will be made to inform parents of the incident and that a day in Isolation is needed to reaffirm expectations of behaviour. Isolation runs daily 8:30-4pm. In the majority of cases students are expected to complete a full day in isolation. Failure to arrive to isolation within a reasonable time of the consequence being issued will result in exclusion from the academy and a full resit of isolation the next day.

Isolation follows a very clear structure. Students must remain in silence working through the work provided. Students have break and lunch in the internal isolation area. Students are issued warnings for not meeting the expectations specified in isolation. Three warnings will result in exclusion from the academy.

Report System

Students are monitored in all lessons and are graded in each subject at each data collection throughout the year using the RACE criteria;

When students are placed on monitoring report they are also graded on the above in every lesson as to whether they have displayed the Reluctant, Accepting, Committed or Exceptional learning behaviours.

There are 3 levels of report; tutor (Green), pastoral (Orange) and senior leader (Red). These are issued weekly after the monitoring of the generated B4L data. Students will be given their report during P1 on Mondays. Students are responsible for getting their report signed by every teacher that they have (including tutor time) as well as their parents and assigned member of staff at the end of each day. Students are also responsible for replacing these reports should they be lost or damaged.

Students are required to return their report cards to Student Services. Failure to meet these expectations will result in a detention being issued.

A record of student progress is logged and closely monitored, once improvements are evident students can be removed from report or placed on a lower level. If behaviour does not improve the level will be increased. Parents are notified by email at the beginning of each week as to which report a student is assigned. Students are also rewarded for doing well on report, details of which can be found on the card and are logged on Go 4 Schools.

Confiscation

The academy has a legal right to search students if there is reasonable suspicion that they have

brought in items that should not be in the academy. These searches will be done by a member of the academy's leadership team. Items of concern will be confiscated and an C2/SI consequence will be issued depending on the item found and the circumstances. If the items are illegal, then Thames Valley Police will be involved and the student may face permanent exclusion.

Restraint

Academy staff can use reasonable force to remove disruptive children from the classroom if:

- they have refused to follow an instruction to leave,
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit,
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student
- to stop a fight
- to prevent a student from harming him/herself through physical outbursts.

We have several key members of staff who are restraint trained should this be required. The use of restraint it is always recorded and parents are informed.

“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a student under control” (Use of reasonable force advice for head teachers, staff and governing bodies - DFE)

Bullying

'Bullying is the *repetitive, intentional* hurting of one person or group by another person or group, where the relationship involved an *imbalance of power*. Bullying can be physical, verbal or psychological. It can happen face to face or online.'

The academy takes bullying seriously. If you feel your child is being bullied or is bullying others please do not hesitate to contact the school via the website reporting system or on the phone.

All reports of bullying are investigated and dealt with. We believe that our students should be educated around the effects of bullying and NOA takes pride in being a restorative academy. This can allow all parties that have been involved to have their voice heard and be part of the restorative process.

The academy's protocols around reporting bullying are shared with students throughout the year so they are aware of who to talk to and throughout the year the academy reinforces its ethos - *all welcomed and valued* - through a number of awareness raising events and assemblies.

Cyber Safety Parents should be aware of and if necessary place restrictions on a child's use of social media sites. Cyber safety features heavily in the PSHE programme of the academy and the academy will involve other agencies if needed around students' behaviours over social networking.

If you require any support around what you can do as a parent to avoid cyber bullying and unsafe behaviours, please do contact the academy for additional information.

To report any bullying incident students and/or parents can report this via our website at:

<https://www.northoxfordshire-academy.org>



Phones and electronic devices

Mobile phones are banned from being used at North Oxfordshire Academy. Please see below the key areas from the policy.

Mobile phones should be 'off and away' at all times, any phone seen or heard will be confiscated, this includes phones on display in shirt pockets.

Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement for a parent/carer to collect the phone on their child's behalf.

The restriction is in place at all times while students are in the grounds of the academy building. This includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site.

In an emergency, calls home may be made from student services or welfare managers.

If parents need to contact their child this can be done via our main reception switchboard. We have student receptionists daily who can get messages to students quickly and effectively.

Failure to hand over a mobile phone will result in isolation and be dealt with following the academy's behaviour policy.

Behaviour in the Community

We expect our students to be outstanding ambassadors for North Oxfordshire Academy to and from school. We expect them to be and polite, courteous and considerate members of the community

This means:

- Walking sensibly using the pavements at all times
- Being respectful towards members of the public, respecting public and private property,
- Behaving properly in local shops
- Behaving in a safe manner on the roads
- Respecting others: not gathering in groups, or using inappropriate language or physical contact
- Respecting the property of others: do not lean on cars or walls, enter private property, drop litter, spit or smoke

School-Police Liaison

The academy works closely with Thames Valley Police to assist us in ensuring that our students are safe both in the academy and in the local community. They give advice, information and support to students and their families. Where a criminal offence is known by the school to have taken place either in or outside school this information will be passed to the police.

Persistent Poor Behaviour

The following strategies may be used to manage students who are persistently disruptive and failing to respond to school consequences:

- Referral to **The Link** for a specialist behaviour programme
- **Governor Warning.** Persistently disruptive students are asked to appear with their parents at a meeting with an academy governor. They are expected to account for their behaviour and sign a

behaviour contract.

- **Off-site Respite:** students who are at serious risk of exclusion and for whom the full range of Academy interventions may not have been effective will spend a period of time on programmes run through the local authority
- **Managed Move:** the Academy participates fully in the managed move process operated by Oxfordshire. This involves students transferring to another Banbury school for a fresh start on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the Academy.

Reasonable Adjustments for Students with SEN

Reasonable adjustments are made for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and are made using advice from professionals. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences that are used. The Academy has a SEN and welfare team who provide early intervention to support student behaviour. We also recognise that poor behaviour may be a symptom of other needs that a student may have and we aim to address these as soon as they are identified.

Statutory Framework

The Academy behaviour policy is written in line with the following areas of legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Behaviour and Discipline in Schools – DfE Guidance 2016
- Alternative Provision – Guidance January 2013
- Behaviour in Schools March 2017