



# Positive Behaviour for Learning Policy

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Reviewed September 2023

In developing a policy for Behaviour for Learning, the Oasis vision is important. Our vision is for community, a place where everyone is included, making a contribution and reaching their God given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything that we do.

- A passion to include.
- A desire to treat people equally, respecting differences.
- A commitment to healthy, open relationships.
- A deep sense of hope that things can change and be transformed.
- A deep sense of hope that things can be changed and transformed.
- A sense of perseverance to keep going for the long haul.



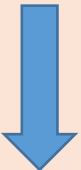
Our approach to behaviour, is underpinned by the Oasis Ethos and the 9 habits.

This policy has been created in conjunction with the OCL Behaviour for Learning Policy (April 2022), the Paul Dix book ‘When the Adults change, Everything Changes’ and current OFSTED Framework.

This behaviour policy is underpinned by 4 key levers;

1. Oasis Academy Henderson Avenue vision and values
2. Our Personal Development and Curriculum
3. Academy Behaviour systems, structures and routines
4. Behaviour Training and Professional Development for staff.

## Lever 1: Oasis Academy Henderson Avenue vision and values

	Lever 	Academy Leaders 	Academy Staff	 <b>Harmonious climate for learning where all young people can flourish and thrive.</b>
1	<b>Academy Vision and Values</b> (in line with the Oasis ethos)	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure overcommunication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	
2	<b>Personal Development Curriculum</b> (Oasis Ethos, Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3	<b>Academy Behaviour Systems, Structures and Routines</b>	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy’s behaviour systems, structures and routines, <b>consistently</b> and in line with the vision and values	

4	<b>Behaviour Training and Professional Development for staff</b>	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	
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The localised behaviour policy is a reflection of the core trust document outlining our aspirations for both primary and secondary aged children and young people. It captures the essence of what we strive to achieve as part of Oasis, and applies to all of our children and young people, in all phases, in all of our academies. The statement of intent is based on cutting edge educational research into the science of learning (including how memory works) and character development. The statement of intent also aims to develop active citizens who have a strong understanding of the world around them and a desire and drive to positively impact their academy, local, national and global community

The statement of intent outlines how together as staff, children and young people, parents and carers we have implemented a curriculum that will positively impact on pupils.

An Oasis learner will become someone who:

- is comfortable in their own skin and is able to continuously explore who they are becoming
- has the expertise they need to succeed, lead and serve others.
- wants to make the world a better place and feels able to do so.
- Is able to keep themselves and others safe
- can communicate effectively and confidently in order that they feel included in all scenarios.
- is an active part of a network that supports others. • seeks to include others, is other-centred and celebrates difference.
- has an inner sense of purpose, conviction and belief.
- has a values approach to life and a sense of what is right and wrong through the lived experience of the 9 Habits.



We are committed to achieving great outcomes for all our pupils, academically, socially and emotionally. We place a high value on children's personal, social and emotional well-being as well as academic success. We believe that this will give the pupils real choices in the future and improve their life chances.

At Oasis Henderson Avenue we will work with families and support them to create a strong community both in and out of school. Our understanding of the diverse community that we serve will enable staff, pupils and parents to work together to achieve the same goal.

Our bespoke, broad and balanced curriculum meets the needs and interests of all of our pupils. We equip children with the knowledge and the skills that they need to grow to become independent and confident learners. Children choose to behave well and staff guide them develop problem solving skills to overcome barriers to learning.

Teachers feel empowered to take risks and plan exciting, immersive lessons which engage and involve children at all levels. We encourage a culture of trust where staff mentor and coach each other providing both support and challenge to continually allow for self-evaluation and reflection. Children feel valued, safe and supported in school knowing that adults will take the time to listen, support and find solutions to challenges whatever they might be. The whole school community will demonstrate the 9 Habits and endeavour to use them as a guide in all aspects of school life.

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all aspects of the life and culture of every hub and every academy community. The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all.



Our policy, which runs alongside the OCL Behaviour for Learning Policy, aims to ensure the consistent application of Academy behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives.

Oasis Academy Henderson Avenue is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

**At OAHA we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
  1. **Staff** – Policy will be placed upon the academy website, staff noticeboard and will be periodically reviewed at inset and phase meetings. Application of the policy will be monitored via learning walks, observations, drop ins and in class support from the SEMH team.
  2. **Pupils** - Student council and buddies to review and discuss policy to create a child friendly behaviour policy. This will then be fed back to classes with class teachers supporting and promoting understanding of the policy.
  3. **Parents** – Policy will be available on the academy website and via paper copies at the main office. Promotion of the policy via the weekly newsletter.

- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Meet and greet pupils at the start of the day
- Be at the door of their rooms at the start of each session
- Consistently reinforce the expectations of 'Wonderful Walking' and 'Legendary Line-ups' when children are moving around the academy to ensure a calm and orderly environment at breaks and lunchtimes
- Proactively focus upon children who are failing to meet expectations
- Always redirect children by referring to the 3 rules: 'Be Ready, Be Respectful and Be Safe'

### **The Principal and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff whose efforts go above and beyond expectations by nominating members of staff for the Praise Board which is located in the photocopying room.
- Regularly celebrate children whose efforts go above and beyond expectations by .....
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions ( Class behavior logs & CPOMs)
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and project positive emotions and attitudes even in challenging and confrontational situations
- Demonstrate unconditional care and compassion
- Consistently apply positive strategies which develop excellent behaviour:
  1. IDENTIFY the behaviour we expect
  2. Explicitly TEACH behaviour
  3. MODEL the behaviour we expect
  4. PRACTISE behaviour
  5. NOTICE excellent behaviour
  6. CREATE conditions for excellent behaviour
- Consistently use an agreed language and script.

- **Children want teachers to:**
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

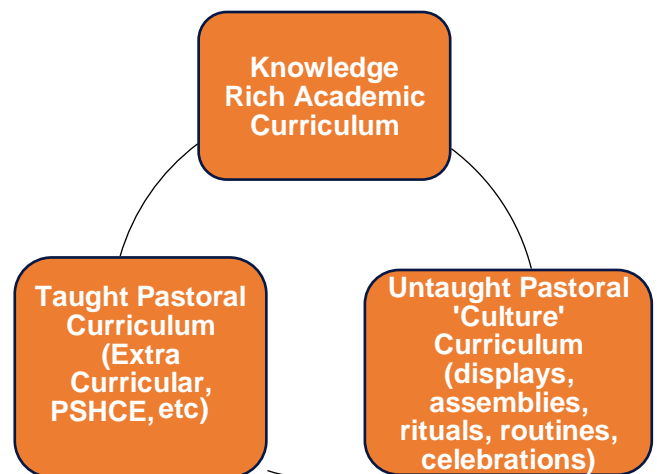
## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

The Oasis Primary curriculum has been designed to ensure that our students thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually. In order to achieve the vision which Academy Leaders set out, students need to develop both competence and character. Academic and pastoral curricula do not sit in isolation, they complement each other and support the vision.

### Character Education at OAHA

This curriculum consists of everything outside of the academic curriculum, and covers:

1. The 'taught' character curriculum:
  - PSHCE (physical, social, health, mental wellbeing and cultural education)
  - Oasis ethos values, 9 Habits and Living and Learning skills.
  - Enrichment activities (e.g. trips and visits, noncurricular courses or workshops, etc.)
  - Extra-curricular programme (e.g. before- and afterschool clubs and societies)
2. The culture created by staff behaviours and the systems and routines of a school This is often less tangible and may be seen in the way assemblies are conducted, in corridor conversations and in signs and symbols around school. This is often summed up as 'the way things are around here'.




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*Extra Curriculum Provision:* football, athletics, cross country, judo, choir

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Living and learning skills are promoted throughout the academy.

Inclusion, equality, healthy relationships, hope and perseverance permeate all aspects of the life and culture of Oasis Academy Henderson Avenue.

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of student behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.



We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self discipline. The 9 Habits also remind staff and students of our responsibilities to each other.

Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

In order to achieve the vision which Academy leaders set out, students need to develop both competence **and** character. Academic and pastoral curricula do not sit in isolation, they complement each other, and support the vision. They are equal in importance.

**This curriculum consists of everything outside of the academic curriculum, and covers:**

**1) The 'taught' character curriculum:**

- The **Oasis Ethos** values and 9 habits
- **CEIAG** (*careers education, information, advice, and guidance*)
- **PSHCE** (*physical, social, health, team work skills, RE and cultural education*)
- **Enrichment activities** (*eg trips and visits, non-curricular courses or workshops, etc*)
- **Extra-curricular programme** (*eg. before- and after-school clubs and societies*)



## **2) The culture created by staff behaviours and the systems and routines of a school**

*This is often less tangible and may be seen in the way assemblies are conducted, in form time / family time, in corridor conversations, and in signs and symbols around school. This is often summed up as 'the way things are around here'*

We now have a primary and secondary Oasis PSHCE curriculum which underpins our behaviour for learning strategy.

### **'Taught' Pastoral Curriculum: Academy Leaders**

Ensure that the curriculum outlined above is selected, structured and presented in a way that renders it comprehensible and inspiring to young minds. This is the same principle as in the taught academic curriculum, because they are equally important.

- Leaders have absolute clarity as to what excellent pastoral education should look like in their Academy, for all year groups and in each area.
- Leaders ensure that the pastoral curriculum taught in their Academies focuses upon powerful knowledge and experiences that build cultural capital and develop students' ability to keep themselves safe, healthy physically, mentally and with respect to relationships.
- Leaders ensure that the pastoral curriculum is carefully planned, so that every year students' learning provides foundations for what they do in the following year(s). They ensure that everything students learn pastorally empowers students to realise their potential and prepares them for success in the next phase of their lives.

### **'Taught' Pastoral Curriculum: Academy Staff**

Academy staff have a duty to portray the pastoral curriculum (including enrichment, extra-curricular, Oasis ethos and values, CEIAG and PSHCE) content in a way that renders it comprehensible to students. Enlist student participation, targeting content towards all students, particularly those who are not necessarily interested in the development of character or their preparedness for adult life, and who need to be persuaded of its value:

#### Curriculum Design:

- Scheduling / interleaving pastoral content
- Building learning on a platform of what students already know, and building new learning on foundations of prior knowledge
- Wherever possible, rooting learning in a real-life context so that pupils can see the relevance of their learning and skills development
- Designing activities that direct student thinking to the right areas

- Providing time for learners to practise and apply in other contexts, and encouraging them to do so – make learning flexible

Curriculum Delivery:

- Representing new concepts to students.
- Exposing misconceptions, exploring them and correcting where necessary
- Encouraging concentration and mental effort.
- Praising effort rather than intelligence so that students begin to see the link between hard work and their outcomes

More specifically:

<i>Planning, so that pastoral curriculum content is rendered comprehensible to young minds.</i>
<i>Where relevant learning objectives are precise, clear, important, achievable, so that learning is precisely targeted at student knowledge gaps.</i>
<i>Pastoral /Academy Staff ensure that learning outcomes demonstrates achievement of the objective, so that students clearly demonstrated their learning.</i>
<i>Pastoral /Academy Staff pitch learning correctly, so that all students are sufficiently challenged.</i>
<i>Pastoral /Academy Staff sequences pastoral learning objectives and outcomes over time, so that a clear picture of student pastoral emerges.</i>
<i>Delivery, so that every minute pastorally is used well.</i>
<i>Pastoral /Academy Staff use time effectively, so every minute of pastoral time is made to count.</i>
<i>Pastoral /Academy Staff ensure activity transitions are slick, so that no learning time is wasted.</i>
<i>Engagement, so that students feel enriched and joy of learning is nurtured.</i>
<i>Pastoral /Academy Staff demonstrate a love of learning and of their pastoral roles, so that students never feel they 'have' to learn about a topic but 'need' to.</i>
<i>Pastoral /Academy staff contextualise pastoral learning, so that students know the value of the learning beyond summative assessment.</i>
<i>Student motivation, so that students see the value in effortful learning.</i>
<i>Pastoral /Academy Staff develop students' intrinsic motivation, so that students are driven towards mastery for its own sake, especially when learning gets tough.</i>

*Assessment, checking for understanding and feedback, so that pastoral learning can be observed and gaps in understanding can be bridged.*

*Pastoral /Academy Staff ensure that pastoral experience builds from prior learning, so that students make links with what they already know.*

*Pastoral /Academy Staff adapt their planning and delivery based on data gathered, so that instruction is targeted at knowledge gaps.*

*Pastoral /Academy Staff feedback (oral and written, including reports) makes students aware of how to improve, so that students don't repeatedly make the same errors.*

*Over time, student work (in books or similar) is of good quality and quantity, so we can see that good student outcomes are a pattern over time.*

#### **Relevant reference material:**

##### **Leaders use the new Oasis curriculum.**

Statutory guidance on relationships education, relationships and sex education (RSE) and health education has been released by the DfE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

##### **Careers, Information, Advice and Guidance for Secondary and All-Through Academies**

Leaders use <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> in order to support their curriculum planning and delivery of Careers Information Advice and Guidance. The Gatsby Benchmarks offer fundamental advice and guidance to school leaders: <https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

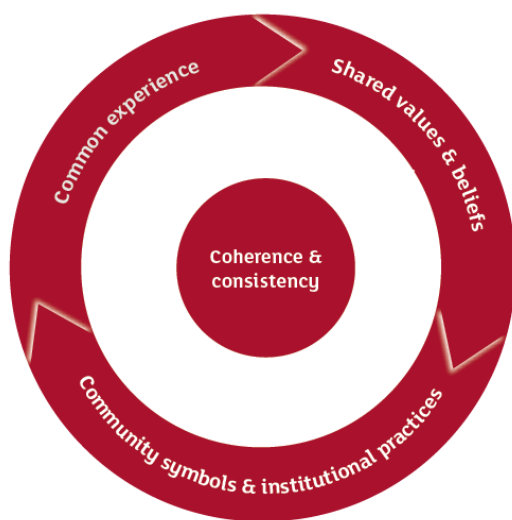
##### **Enrichment and Extra Curricular**

An innovative and creative enrichment curriculum should be offered in all Academies that ensures the development of the whole child-culturally, socially, emotionally and physically. This could include a diverse range of activities: music, debating, cooking, fashion, crafts, art, drama and media and technology. Additionally, students should have the opportunity to explore sports and physical activity outside of their timetabled lessons.

##### **Culture**

The character development of students is also shaped by more intangible learning and is often described as culture or 'the way things are around here'. A school can describe their values and

beliefs, but unless these beliefs are lived out in the common experience for pupils and staff, they will stay as words on a sign or prospectus. A school can claim to be 'a caring safe community' for example, but this is meaningless if the contextual safeguarding issues aren't considered e.g. to the pupil who is scared to come to school because of a bully; who feels 'invisible' in the corridors and classrooms; or indeed to the bully who knows he can fight on every corridor. A school may claim to value 'endeavour' but if there are no opportunities to learn what that looks like; if teachers don't narrate the concept regularly as a reminder and show what it looks like; or if there are no celebration opportunities in tutor time or assembly for pupils to be rewarded for hard work, this claim becomes empty.



Community symbols and organisational systems, routines and practices are a way of driving the common experience of the values of the school, and are ways to communicate the values to all stakeholders. These practices can look like uniform policy, behaviour policy, assemblies, the format of tutor or circle time, the way pupils are greeted in the morning, the expectations of staff on duty; anything which dictates 'the way things are around here'.

In order to ensure that the Academy culture delivers a coherent message of the values and experience you want to cultivate, and ensures pupils really experience the curriculum you want, thought must be given to the systems, structures and routines you put

in place, and how to ensure they are sustainable and consistent.

## Lever 3:

### Academy behaviour systems, structures and routines

## **LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES AND ROUTINES**

### **Systems, Structures and Routines: Academy Leaders**

Ensure systems, structures and routines are in place to provide environments which manage student behaviour, both during structured (lesson) and unstructured time (break/lunch), promoting and developing positive learning and life habits and ensuring focus from all students.

Leaders create and manage a whole-school behaviour systems and structures that empower:

- Students and staff to feel safe and secure at all times and during all Academy activities.
- Systems, structures, and routines that are simple, clear and routinely and consistently followed by all staff and understood by all students and their families.
- All staff to intervene swiftly and consistently in order to redress deteriorating behaviour for individuals or groups of students.
- Teachers to deliver effective lessons, reflecting the approaches outlined in the OCL Learning Policy to ensure low level disruption is prevented or addressed swiftly and effectively.
- Leaders to create and maintain a culture, both in and outside of lessons, in which excellent behaviour is the norm and both staff and students understand their responsibility for explicitly promoting and developing positive learning behaviours. These behaviours include, but are not limited to, self-direction, resilience, and self-control.
- The use of mobile phones and social media is curtailed during academic learning time

### **Systems, Structures and Routines: Academy Staff**

All Academy staff to implement and follow these systems, structures, and routines consistently. Academy staff to seek support and further guidance if this is difficult.

Academy staff are to ensure student behaviour, both during structured and unstructured time, promotes and develops positive learning and life habits.

This is best achieved by:

- Planning high quality routines and training students in these, including for unstructured time.
- Seeking support, guidance and further training when there are difficulties in managing student behaviour that cannot be overcome
- The academy aims to build a focused and productive Academy climate for learning, in which behaviours falling short of expectations are consistently addressed and corrected; and restorative conversations harnessed to enable students and adults to better understand and respond to conflict.

- The academy ensures students and their parents/carers understand and can see the relationship between their choices about learning behaviour and their learning outcomes.

OCL Learning Policy Guidance for lessons (Quality First Teaching)

Our Trust Learning Policy recognises that Academy leaders must create an environment which manages student behaviour, promoting and developing positive learning habits and ensuring focus from all students. They must do this so that teachers are supported in a single-minded focus on teaching great lessons, free from the distractions of disruptive behaviour.

The Trust Learning Policy states that teachers should ensure that students learn to manage their own behaviour, promoting and developing positive learning habits and ensuring focus from all students, including those who are easily distracted.

Teachers have a responsibility to explicitly promote and develop learning behaviours such as self-direction, resilience, and self-control so that students can fulfil their true potential. At times students can be excitable, boisterous, and easily distracted. Teachers need to channel these behaviours, in part as a matter of safety, but principally to ensure that students and teachers are focused on the learning. This is best achieved by:

- Planning high quality routines and training students in these, including for independent learning
- Building a focused and productive and trauma responsive classroom culture
- Maintaining focus throughout the lesson
- Ensuring students and their parents/carers understand and can see the relationship between their choices about learning behaviour and their learning outcomes

When?	What?
Quality First Teaching  During the 'I do' phase of the lesson.	<p style="text-align: center;"><b><u>Economy of Language</u></b></p> <p>Clear instructions to students. Support this with a visual aid. Try something like MINT (Materials, In... groups, pairs etc, Noise Level, Time Limit)</p> <p style="text-align: center;"><b><u>Clear learning objectives</u></b></p> <p>Ambitious learning goals for all pupils. Do they all know where we are heading in today's lesson?</p> <p style="text-align: center;"><b><u>A worked model</u></b></p> <p>Showing students how to succeed at a task by modelling it step-by-step yourself.</p>

	<p style="text-align: center;"><b><u>Chunk and sequence</u></b></p> <p>Break-down knowledge into bite-sized chunks so that learners can access it efficiently, accelerating progress.</p>
During the 'We do' phase of the lesson.	<p style="text-align: center;"><b><u>Guided Instruction</u></b></p> <p>Orate the thinking process verbally and visually on the whiteboard or under the visualiser. Ask the students to suggest the next steps.</p> <p style="text-align: center;"><b><u>Backwards fading</u></b></p> <p>Showing students how to succeed at a task by asking them to complete selected steps of the model.</p>
During the 'You do' phase of the lesson	<p style="text-align: center;"><b><u>Scaffolding</u></b></p> <p>Guidance and structure to support students to meet the demands of the independent task.</p>
Checking for understanding (at any point in the lesson)	<p style="text-align: center;"><b><u>Cold-call</u></b></p> <p>Directed teacher questioning of a range of targeted students throughout the lesson.</p> <p style="text-align: center;"><b><u>Reject self report</u></b></p> <p>Carrying out whole-class assessment so that you know where all students are in their learning and can be responsive in your practice. This might be through the use of mini whiteboards, iPads or other means of collection.</p> <p style="text-align: center;"><b><u>Intentional Monitoring</u></b></p> <p>Circulate the room during lessons to check for engagement, progress and misconceptions. Use this information to be responsive and feedback to whole class, groups of students or individuals.</p>
Supporting Literacy (at any point in the lesson)	<p style="text-align: center;"><b><u>Teacher of literacy</u></b></p> <p>Explicitly teaching vocabulary and refining students' vocabulary, comprehension and oracy in all lessons.</p>

## Common approaches to rewards and consequences

### Rationale for Rewards

- It is important to focus on the positive: catch students being good, focus on those who are "doing the right thing", using the phrase "thank you" as the final part of a request, providing choice, using tactical ignoring.
- Celebration of positive behaviour underpins all aspects of Academy life
- De-escalation and diffusion is used first, in the vast majority of cases
- Focusing on raising children's self-esteem to fulfil potential
- Effective partnerships with parents, carers and external agencies
- Reflect constantly on the effectiveness of one's own behaviour management practice and be open to advice from others

**Rewards for students** are highly effective in promoting good behaviour. It is important they are applied consistently with all students. The rewards are in-line with agreed local and Academy specific protocols to ensure consistency within each Academy. Rewards at the academy include:



## Behaviour 1 Page guide



Cards should be re-set to green at the beginning of each session (playtime, lunchtime, home time) so that all children start each session on green

Gentle warnings may be given (privately) for behaviour that does not warrant an Amber card

When an Amber card is given, this must be displayed by a member of staff (no walk of shame or changing own cards). A restorative conversation is needed to turn back to green at the end of the session

Red cards may only be displayed by staff. Children can work up to a red card for repeated poor behaviour within a session or may be given an instant red in certain circumstances

Warning (Examples)	Amber Card (Examples)	Red Card (Examples)
Talking inappropriately Shouting out Low-level disruption	Repeated refusal to work Deliberately ignoring a request from an adult Continual disruption	Physical violence (not severe enough to warrant suspension) Aggression Destruction of property



		Hate-related incidents Swearing
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# Our Behaviours Ladder

**Green**

I have had a great session, following the rules & the 9 habits  
**I am Ready, Respectful & Safe**



**Warning**

I have needed a verbal reminder of the rules & 9 habits



**Amber**

I have needed a formal reminder of the rules & the 9 habits



**Warning**

I have needed a further verbal reminder of the rules & 9 habits



# Red

I have not been **Ready, Respectful or Safe** and needed a consequence

## Using the Behaviour Ladder

# Green

I have had a great session, following the rules & the 9 habits  
**I am Ready, Respectful & Safe**

The behaviour ladder encourages children to stay on 'Green' throughout the day and earn a Dojo point by doing so. The school day is broken down into three 'Green Sessions' in recognition that we can all make mistakes but need the chance to reflect on our behaviour and start the next session afresh. During the morning or afternoon sessions, a child can move up and down the ladder accordingly and the ladder is reset at playtime, lunchtime and at the end of the day. It should not be the only classroom management strategy used, and it is assumed that a range of positive behaviour strategies should supplement and support it such as giving Dojo points for displaying any of the 9 habits or going above and beyond expectations.

# Warning

I have needed a verbal reminder of the rules & 9 habits

If a child shows low level behaviour, they are issued a verbal warning. Warnings are given to alert children to the impact that their behaviour has/is having on the ability of those around them to learn effectively.

Warnings may be given for repeated incidents of low level, but disruptive, behaviour OR one-off more serious incidents. For example:

- Talking at an inappropriate time
- Shouting out (unless during 'Kind Calling-Out' sessions)
- Causing a low-level distraction (e.g. deliberately making noises)

# Amber

I have needed a formal reminder of the rules & the 9 habits

If, after a warning, this behaviour continues it will move to an 'Amber' card. An 'Amber' card at the end of a session incurs – 1 Dojo point.

Children can also go straight to an Amber or Red card, these would be more serious one off cases, such as rudeness or deliberately ignoring instructions given by the teacher.

## Warning

I have needed a further verbal warning of the rules & 9 habits

One further verbal warning can be given for behaviour that continues to disrupt after an Amber card has been issued.

# Red

I have not been **Ready, Respectful or Safe** and needed a consequence

Should this behaviour continue after a further verbal warning, they will move on to a 'Red' card for **persistent poor behaviour or disruption**. A 'Red' card at the end of a session incurs a loss of 2 Dojo points.

An **instant 'Red' card** is given for:

- Physical violence or aggression against a child (that is not severe enough for immediate suspension)
- Physical violence or aggression against an adult (that is not severe enough for immediate suspension)
- Destruction of property
- Hate-related incidents (such as racist name-calling)
- Other Serious breaches of the Behaviour Policy.

All behaviour incidents culminating in Red cards are recorded on 'CPOMS' or Bromcom (as appropriate) and parents/carers are informed using a standard message.

## Consequences

**Warnings** are given to alert children to the impact that their behaviour has/is having on the ability of those around them to learn effectively. They are not intended to single-out or shame children and should be given following RIP and PIP good practice.

Where an **Amber card** has been given, a restorative conversation is needed with the member of staff who issued the card. This needs to be done within the same session wherever possible.

A **red card** leads to loss of privileges for the next play or lunchtime session and children receiving a red card will need to spend 10 minutes of their time outside with the designated adult on duty (or inside with a member of SLT if this is a possible alternative). No child should lose an entire lunch time, nor should they lose multiple outdoor sessions. A restorative conversation with the adult on duty should be had before the child returns to their play or lunch session.

A **red card issued for refusal to complete work** will lead to the pupil completing the assigned work in the next available play or lunch session.

## Removal from the classroom

Removal from the classroom is a serious sanction and will only be used in response to serious or persistent misbehaviour. This should not be confused with a period of 'face swap' where a child may spend time in an alternative classroom to give time to reflect and continue to complete work which is a preferred de-escalation technique to prevent 'red card' incidents.

Staff will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal in the behaviour log. The Academy will decide whether it is necessary to inform the student's parents/carers. If a student is removed for a prolonged period (i.e. More than one full session), the parent will always be informed.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal. Students should be reintegrated into the classroom as soon as appropriate and safe to do so.

The Academy will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

## Adaptations for SEND and SEMH needs

As an inclusive academy, we recognise that whilst the behaviour ladder is appropriate for the vast majority of our pupils, it may not meet the needs of all. For this reason, we will endeavour to adapt the ladder and/or consequences for children with identified SEND or SEMH needs. These adaptations will be made on an individual basis, acknowledging that not all children's SEND or SEMH needs are the same. Individual behaviour plans will be created for children requiring adaptations. These will be agreed with the Assistant Principals for inclusion and wellbeing, class teachers, pupils and parents and will be reviewed regularly as part of the assess-plan-do-review cycle.

## Repeated poor behaviour

Should a child receive multiple red cards within a two-week period, the following consequences will be applied:

	<b>Consequence</b>
<b>1<sup>st</sup> Red Card</b>	Loss of privileges for the next play or lunchtime session and children will need to spend 10 minutes of their time outside with the designated adult on duty
<b>2<sup>nd</sup> Red Card</b>	Loss of privileges as above Parents informed of a second red card incident Pastoral support offered where appropriate
<b>3<sup>rd</sup> Red Card</b>	Loss of privileges as above Parents informed of a third red card incident and invited to a meeting with LS / class teacher Report card issued by SLT which has to be completed each session and signed every night by parents (to be monitored each Friday by LS).

## Rewards

All children will be given the opportunity to earn Dojo points. Each session where a child remains on a 'green card' will earn 1 Dojo Point. Points will be awarded at the end of each session (Playtime, lunchtime, home time). Additional points can be given for examples of pupils going 'Above and Beyond', displaying the 9 habits, regular reading/homework or displaying exemplary behaviour for learning.

Award certificates will be given out in Star of the Week assembly for reaching the following milestones:

**450 Dojos = Platinum Award**

**300 Dojos = Gold Award**

**200 Dojos = Silver Award**

**100 Dojos = Bronze Award**

## **50 Dojos = Ticket for a Small Prize from SLT cupboard**

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. (See OCL Student Equality and Diversity Policy) Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special educational needs co-ordinator and Senior Mental Health Lead will evaluate a student 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 student, 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.

We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

### **Systems, Structures Routines that ensure effective student transition**

To ensure a smooth transition to the next year, students may have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Where students are transitioning to different Academies, for example from primary to secondary, colleagues must take full account of information about students' behaviour from feeder schools including individual plans, where these are in place. (See OCL Admissions Policy for additional support with transition.

### **Systems, Structures and Routines that reduce peer on peer abuse**

Oasis adopts a zero tolerance approach to peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- causing someone to engage in sexual activity without consent,
- upskirting,
- initiation/hazing type violence and ritual

This is addressed within a 3-category approach

<p><b>Category 1 – Harmful Sexual Behaviour:</b> General <u>single incidents</u> of Cat 1 issues</p>	<p><i>Including but not limited to:</i> Developmentally inappropriate problematic (using the Brook Traffic Light System as a benchmark), Abusive sexualised behaviour on-line or off-line, Lewd comments/jokes, Creating a hostile, offensive or sexualised environment.</p>
<p><b>Category 2 – Sexual Harassment:</b> <u>Two or more</u> Cat 1 incidents, or <u>single incidents</u> of Cat 2 issues <i>and recorded as a safeguarding incident</i></p>	<p><i>Including but not limited to:</i> Unwanted conduct of a sexual nature, Up skirting On-line or off-line sexualised comments, remarks or observations, Intentional touching of person or clothing, Aggravated sexting, Behaviours likely to violate dignity, feel intimidated, degraded or humiliated Creating a hostile, offensive or sexualised environment.</p>
<p><b>Category 3 - Sexual Violence:</b> Recorded on CPOMS as a child protection incident</p>	<p><i>Including but not limited to:</i> Rape, Assault by penetration, Sexual Assault (touching in a sexual way without consent), Grooming for sexual/criminal exploitation.</p>

**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. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls

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, homophobic, sexting with the intention to harm, sharing of explicit images without consent
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the Oasis Zone through the Policy Portal.

**All academies use Bromcom to record discriminatory events. This data is analysed at a national and local level to ensure CPD focuses on need.**

### **On-line Harm, Bullying or Slander**

The online environment and social media afford our students an unlimited learning opportunity and the right to access this environment is supported by Oasis. However with rights come responsibilities and it is becoming increasingly common that fake social media accounts are created and inappropriate content shared that seeks to harm others. This online bullying and slander causes harm and distress to pupils, staff and the overall reputation of the Academy and Oasis as a whole, and will not be tolerated. At no point should any student create an account using the name of their academy or any identifying features such as the academy logo.

As an organisation Oasis Community Learning wants to be crystal clear that hateful behaviour, bullying and harassment is counter to the Ethos and Habits and has no place in our schools. The distress these behaviours cause to our students and staff will not be tolerated and we will address this both reactively when it is reported to us as well as proactively.

Where abusive, slanderous or harmful content is reported the following actions will be taken:

- A report will be made to the social media site requesting that the item is removed.
- A report will be made to the Professional Online Safety Helpline (POSH, 0344 381 4772) for items relating to school staff
- A report will be made to the UK Safer Internet Centre ([helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk))



- Episodes that are deemed to be examples of Hate Crimes will be referred to the police for full investigation

Where a student is identified as the author of this type of harmful material the appropriate sanctions will be discussed with the parents/carer with the minimum expectation is that the material will be removed immediately. If the career of a member of staff has been compromised the potential for legal action exists.

In addition there is an expectation on the whole school community. As with episodes of physical bullying where it is expected that bystanders do not encourage, endorse or celebrate bullying – instead that it is reported. There is an expectation that our students will not ‘like’ or ‘share’ episodes of online bullying of students or staff, and will report episodes to staff as soon as possible. Students found to be acting by means of encouragement (liking or endorsing) harmful posts are also subject to appropriate sanctions in line with anti-bullying policies.

**Oasis Academy Henderson Avenue principles: ‘Be Ready, Be Respectful and Be Safe’**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised in public and reminded in private.

The academy has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Praise Boards 7. Consistent language

## Consistent approach to discussing behaviours with children.

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe)            You now have the chance to make a better choice            Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),            Do you remember when ..... (model of previous good behaviour)? That is the behaviour            I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)            You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)            Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)            I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p><b>*DO NOT describe child's behaviour to other adult in front of the child*</b></p>
4. FOLLOW UP - REPAIR & RESTORE	<ol style="list-style-type: none"> <li>5. What happened? (Neutral, dispassionate language.)</li> <li>6. What were you feeling at the time?</li> <li>7. What have you felt since?</li> <li>8. How did this make people feel?</li> <li>9. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<p><b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b></p>	

## Physical Intervention

This policy is based upon protocols and 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 students with medical conditions at school](#)

Localised Behaviour protocols must also be based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy and localised protocols are 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 antibullying strategy
- [DfE guidance](#) explaining that Academies should publish their behaviour policy and anti-bullying strategy online – to ensure that staff, students and parents are informed

### Physical intervention

See DfE guidance: [Use of reasonable force in schools](#)

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
  - Hurting themselves or others
  - Damaging property that leads to the injury of others
- Incidents of physical intervention 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 recorded and reported to parents

A whole school training package (Dynamis) is used for everyone who encounters children in the academy to help stop behaviours escalating and assist with whole positive behaviour management culture and ethos.

A smaller group of senior staff have received practical face to face training and additional resources. This group will be 'Positive Behaviour Management – conflict management- trained with positive handling elements.

### Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

Class Logs: Classroom teachers will record minor behavior incidents/parental contact within their class logs. These need to be updated regularly and will be used by the SLT/SEMH team for gathering evidence to inform future actions including the escalation of additional support and referral to external agencies.

CPOMS: Serious behaviour incidents must be recorded using the CPOMS system as soon as possible after the incident has occurred. For protocols and procedures please refer to the CPOM policy.

Fixed Term Exclusions will occur following extreme incidents at the discretion of the Principal. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day of Internal Isolation which will be supervised and managed by members of the SEMH team. This decision will be made by either the Principal or in her absence by the Deputy Principal.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### Physical Attacks on Adults

At Oasis Academy Henderson Avenue, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of*

*Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Principal or Deputy Principal and they should be recorded on CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home with the permission of either the Principal or Deputy Principal.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the academy will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

### **Beyond the Academy Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within academy premises, the academy reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school
- 

In the incidences above, the Police/PCSOs may be notified and appropriate action taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of Academy Behaviour**

The academy is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from the academy, on educational visits or during learning opportunities in other schools

- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about academy care and control over pupils in order to protect the reputation of the academy.
- Protection for individual staff and pupils from harmful conduct by pupils of the academy when not on the academy site.
- The same behaviour expectations for pupils on the academy premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the academy premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by academy staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the academy has been affected.
- Whether pupils were directly identifiable as being a member of our academy.
- The extent to which the behaviour in question could have repercussions for the orderly running of the academy and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the academy) which might affect the chances or opportunities being offered to other pupils in the future

## **LEVER 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT**

### **Training and Professional Development: Academy Leaders**

The research and evidence-based approach to CPD that the Trust takes to ensure maximum efficiency and impact in Pedagogy Professional Development is replicated for Behaviour Management in Oasis Schools. All staff are equipped, prepared for and effective in ensuring this pastoral care is exemplary. All staff are supported to develop increasingly powerful insights into what works in developing character and preparedness for adult life.

- Leaders will ensure that through CPD staff understand and embody the Oasis ethos and values
- Leaders use a range of evidence (for example, attendance and behaviour data, students' work, student voice, the observation of pastoral staff) to assess the effectiveness of pastoral learning

- Leaders ensure that all pastoral staff know exactly what they need to work on in order to improve the climate for learning and pastoral outcomes in groups for which they are responsible. Staff have clear, precise developmental targets and review conversations are focused, practical, and enabling. Leaders will regularly follow up agreed targets to assess their impact.
- Leaders act swiftly whenever and wherever less-effective practice is identified. They provide robust support and challenge, which may include intensive and regular observation, coaching and training.
- Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.
- Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.
- Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.
- Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.
- Leaders make effective use of a range of Trust expertise – for example, the Monitoring Standards Team, the Directory of Best Practice, Regional Improvement Networks and our National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students’ pastoral learning.
- Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability. This includes resourcing strategies that close the gap between the most and least advantaged [including LAC] in terms of attendance, exclusion, and destinations. For SEND, the focus is on inclusion, integration, high quality learning and preparation for the next phase of education, employment, or training.

## **CPD**

To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.

Engage with expert/specialist training where necessary on the following areas:

- Senior Mental Health Lead training
- Mental Health First Aid for pastoral leaders
- ACES and Trauma Informed Practice
- Managing an investigation of an incident
- Restorative justice/mediation
- Physical restraint training
- Attendance systems/structures
- Reintegration following fixed term exclusions
- Effectively issuing a report/tracker
- Impactful parent meetings

- Multi-agency meetings
- Managing grief
- Managing self-harm
- Preventing and dealing with bullying
- Parental classes
- Sexual orientation, gender identity and LGBTQ+ empowerment

**Pastoral Professional Development for teaching staff could focus on the following areas:**

- Differentiation
- How we plan lessons to maximise engagement and minimise low level disruption
- Expectations and role modelling
- De-escalation and Diffusion
- Restorative approaches
- How to be effective on break, lunch, after/before school duty

**Differentiation**

- A clear understanding that all children and young people have different starting points and that there is a difference between uniformity and consistency, so children and young people will need different strategies on their journey of improvement.
- Clear expectations explained for all students taking account of students' age, developmental stage, their SEND and/or EAL
- Adults work with each student as an individual; knowing their interests, aspirations, developmental and/or special need or disability

**How we plan our lessons**

- Ensuring that the work set for students matches their stage of development, learning need/s and interests
- Adjusting the pace of learning during lessons, based on student's ability and progress
- Providing a challenging, stimulating, and relevant curriculum
- Providing safe, supportive learning environments, physically and emotionally – this may include flexible layout of space and furnishings, grouping of students, seating plans, use of visual organisers, specific resources to support knowledge, understanding and skills development, personalised workstations, etc.

**Expectations and role modelling**

- Good behaviour needs to be explicitly taught and well modelled by staff (see Trust Learning Policy)
- Consistent, calm, and fair application of approach or strategy by all adults



- Being enthusiastic, clear, and consistent about expectations to create a positive classroom atmosphere
- Adults provide consistent and effective role models underpinned by high quality interactions with students during lessons and at other times of the day

### **De-escalation & Diffusion** (CPD at Academy level will be required to implement this)

De-escalation techniques should be employed to reduce the impact of poor behaviour. More specifically:

- using non-verbal cues
- allowing adequate personal space
- using active listening techniques (e.g., LEAPS - listen, empathise, ask questions, paraphrase, and summarise actions for moving forward)
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g., anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- appropriate filtering and monitoring on IT devices
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour

### **Restorative practice**

Leaders may want to implement a restorative justice approach in their Academy. Restorative practices are solution focused. Restorative justice brings together the victims with those responsible for the harm, to find a positive way forward.

Restorative justice gives victims the chance to tell offenders the real impact of their crime, get answers to their questions and get an apology. Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends. Using these opportunities for personal development can be one of the most powerful means of self-improvement. Restorative Practice is not an easy solution, as it should be used

alongside the Academy's behaviour guidance and consequences. In incidents of peer on peer abuse, particularly at the level of category 2 and category 3 incidents the use of restorative practice should be very carefully considered as confronting the abuser may cause the victim to re-live the experiences. <https://restorativejustice.org.uk/restorative-practice-schools> OCL Academies currently using restorative practice include: OA Lister Park, OA Mayfield and OA Ryelands.

## Discipline in our academies – teacher's powers

### Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the Academy
- Teachers have a power to impose detention outside Academy hours. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can search and confiscate students' property (More detail later in the policy)

### Consequences for poor behaviour

#### What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  1. The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
  2. The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;

3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
  - The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
  - Corporal punishment is illegal in all circumstances
  - Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

## Physical intervention

See DfE guidance: [Use of reasonable force in schools](#)

All Oasis settings will use the Team Teach methodology when considering reasonable force and physical intervention

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- **Always be used as a last resort**
- Unless in an emergency situation, physical intervention techniques should only be applied by those trained to use them
- 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 recorded and reported to parents

## Recording of physical intervention

The following should be included in a record of intervention. This can be completed using BromCom:

- The date, time and place of the incident
- The name of the student involved including their date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any
- The use of the OCL pupil statement form to collect witness statements

The RD should undertake a check on Academy physical restraint records regularly. These should be available on CPOMs.

**Individual plans:** The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is the norm and not the exception. Such planned physical intervention should be recorded and monitored through the young person's individual plan. In order to link to the Oasis Ethos and 9 habits each plan should link to the habits and involve the student identifying at least one or more of the habits they need to embed as part of their character.

**Training:** If there is a need in the Academy for physical intervention staff should have regularly updated training in physical restraint. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. Team Teach Training should be undertaken by a recognised provider. The MAT Leadership will provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD

<http://www.bild.org.uk/our-services/workplace-training/>

## Absconding – leaving without permission

OCL Academies have a duty of care to take all reasonable steps to ensure that children and students are kept safe whilst in the Academy's care. Academies should ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate

- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

Academies will have their own localised procedures in the event of a student absconding and these will include:

- Informing the Leadership Team immediately
- Not putting other students at risk
- Locating the student
- Potentially following the student at a safe distance once the student leaves the Academy grounds – a decision made for each individual student by academy leaders (mobile phones must be carried to keep the staff member safe and enable communication) - professional judgement and local “on the spot” risk assessments should be made to keep all parties safe
- Strategies for diffusing and de-escalation and returning the student to the Academy (This may involve staff training)
- Informing the parents or guardians
- Informing the police – if the student cannot be found
- Follow up meeting with the student and their parents
- A risk assessment developed for the student

## Malicious allegations

The needs of pupils falsely or maliciously accused of peer-on-peer incidents should be considered in each academy and support mechanisms put in place to ensure that they are able to settle back into school without any residual impact.

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct must always be considered by leaders.

## Confiscation

Any prohibited items (which should be listed in the Academy’s behaviour protocol) found in students’ possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation but should only be undertaken a member of the senior leadership, of the same gender as the pupil being searched and witnessed by another staff member.](#)

## Exclusions/Suspensions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. We use a range of strategies to reduce exclusions including Trauma Informed Practice, support for mental health and inclusion rooms in our academies.

As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

Following an exclusion an Academy should reflect on its level of inclusivity – “Can we do anything differently to avoid permanent exclusions?” See: [OCL Exclusions policy](#)

## Horizons

The Horizons project has provided every student with an iPad. The project supports the vision of equal opportunities for all by ensuring equality of access to technology and the resources and knowledge that it facilitates. The device remains the property of Oasis Community Learning at all times. All users must adhere to the rules around appropriate usage outlined in the individual academies localised Behaviour Policy. Failure to do so may result in the device being confiscated or, in some cases, further consequences being imposed.

## Monitoring

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO and Director's group.

## Links to other policies

This behaviour policy is linked to the following policies:

- [OCL Exclusions policy](#)
- [OCL Safeguarding policy](#)

- [OCL Anti-bullying policy](#)
- [OCL SEND policy](#)
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy

## Responsibilities

### The Regional Director

The Regional Director is responsible for monitoring the effectiveness of each Academy's localised behaviour protocol and holding the principal to account for its implementation.

### The MET

The Monitoring and Evaluation Team evaluate the impact of the Academy localised behaviour policy on learning. The MET give feedback and identify next steps for the Principal and Regional Director.

### The Safeguarding Team

The Safeguarding Team will look at the application of the behaviour policy through the lens of safeguarding and will advise and support the Principal and DSL on steps to further protect their pupils.

### The Principal

The principal is responsible for reviewing and approving this localised behaviour policy. The principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### Staff

Managing student behaviour is everyone's responsibility. Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of non-negotiables or ground rules regularly
- Implementing the behaviour policy consistently including challenging behaviours when seen
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

- The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

## Parents

Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and academy is vital for the promotion of an effective behaviour protocol.

Parents should be consulted when an aspect of the Academy's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed).

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Students

Students, including those with additional needs, should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

Students are expected to:

- Understand and keep to the student code of conduct
- Discuss any concerns with the class teacher or DSL promptly

## Training requirements

See Lever 4 for detail on staff training.

## Statutory requirements

This policy and localised protocols developed in OCL Academies must follow 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 students with medical conditions at school](#)



Localised Behaviour protocols must also be based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy and localised protocols must be 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 – to ensure that staff, students, and parents are informed

<b>Academy Leaders</b>	<ul style="list-style-type: none"> <li>• Leaders are trained on using Academy data systems to ensure behaviour monitoring is robust and effective.</li> <li>• Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.</li> <li>• Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.</li> <li>• Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.</li> <li>• Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.</li> <li>• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.</li> <li>• Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.</li> </ul>
<b>Academy Staff</b>	<p>To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development. Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> <li>• Mental Health First Aid for pastoral leaders</li> <li>• Team Teach training for SEMH team.</li> <li>• Managing an investigation of an incident</li> <li>• De-escalation &amp; diffusion.</li> <li>• Attendance systems/structures</li> <li>• Reintegration following fixed term exclusions</li> <li>• Effectively issuing CPOMs and classroom behaviour logs</li> </ul>
	<ul style="list-style-type: none"> <li>• Impactful parent meetings</li> <li>• Multi-agency meetings</li> <li>• Managing grief</li> <li>• Managing self-harm</li> <li>• Preventing and dealing with bullying</li> <li>• Parental classes</li> <li>• Sexual orientation, gender identity LGBTQ empowerment</li> </ul>
<b>Restorative practice</b>	<p>Staff and children involved are trained by the behaviour lead on supervising, structuring and recording a restorative practice session using the materials outlined in this policy in Lever 3 section above.</p>

### Application

This Behaviour Policy is for all of our academy community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.



