



Positive Behaviour for Learning Policy

Created: Updated November 2019

Reviewed September 2020

Version 2

This policy has been created in conjunction with the OCL Behaviour for Learning Policy (2019), the Paul Dix book ‘When the Adults change, Everything Changes’ and the 2019 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	 Harmonious climate for learning where all young people can flourish and thrive.
1	Academy Vision and Values (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	Personal Development Curriculum (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	Academy Behaviour Systems, Structures and Routines	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 and routines, consistently and in line with the vision and values	
4	Behaviour Training and Professional Development for staff	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	

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:

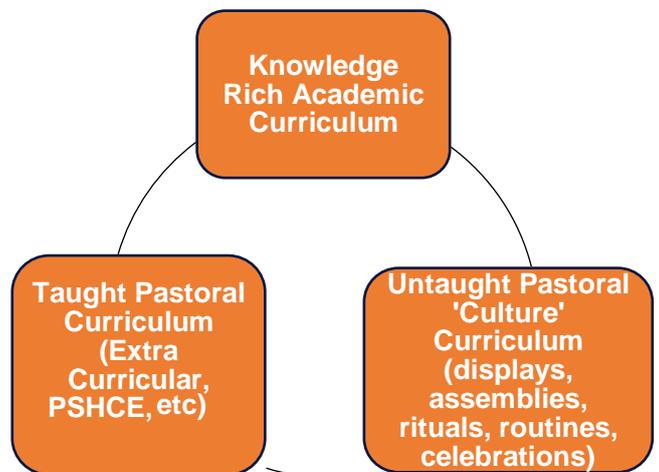
Our Personal Development and Curriculum

Our 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)

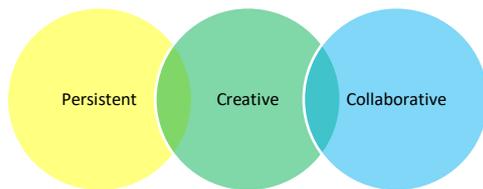
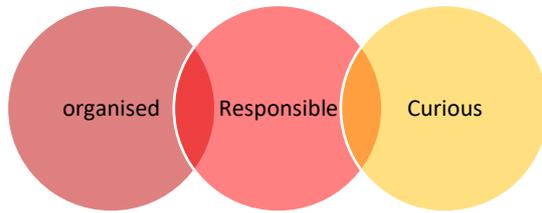


2. The culture created by staff behaviours and the systems and routines of a school This is often less tangible and may be seen in the way assemblies are conducted, in corridor conversations and in signs and symbols around school. This is often summed up as 'the way things are around here'.



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

Living and learning skills are promoted throughout the academy.



	<h2>Approach</h2>	<ul style="list-style-type: none"> • 9 Habits • Staff development • Hub Strategy
	<h2>Academy</h2>	<ul style="list-style-type: none"> • Ethos assemblies • Behaviour approach • Student Council and buddies
	<h2>curriculum</h2>	<ul style="list-style-type: none"> • OAHA Drivers: Community, Possibilities and Mindfulness. • Teaching Pedagogy • PSHCE • Character (quick start learning skills) • Healthy Bodies/Healthy Minds

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.

Lever 3:

Academy behaviour systems, structures and routines

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	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Certificates 2. Stickers 3. Phone call/text home 4. Verbal praise 5. Notes home 6. SLT praise 7. Class Rewards 8. Show work to another adults 9. Well done book/ HT award 10. Recommendation to HT

Use of Praise Boards

They are designed to celebrate the good behaviour and make children feel important for positive behaviours. They are designed to enable us to get more of the behaviour we notice most. The key to positive behaviour management is consistency, continuity and the use of visual prompts and targets such as traffic lights.

- Targeted at one 'learning attitude' at a time
- Names and then tallies go on the board to recognise children who are demonstrating the desired learning attitude. Names or tallies are never removed from the board. Children who disrupt are dealt with privately.
- Children can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up

- Praise boards need refreshing regularly
- Praise boards are intended to reflect effort
- When everyone has their name on the board or the tally target is achieved, a collective 'whoop' is appropriate; large rewards are not necessary.
- Use the praise board to persistently and relentlessly catch learners demonstrating the right attitude to learning.
- A praise board does not require a change in personality from the teacher, just more determination to catch learners exhibiting the right behaviours.

Behaviour Rewards

1. All staff offer **positive and specific praise** for all children on a consistent basis.
2. Praise Boards are used consistently throughout the academy day.
3. Daily, a student from each class is nominated as 'Star of the Day' and receives a certificate which is sent home.
4. Class teachers are also able to contact parents via text or letters
5. Each week a student from each class is nominated for Star of the Week celebration which is presented in assembly.

Additional Rewards.

1. Students are rewarded for completion and participation in learning activities such as **regular weekly reading** and **Times Tables Rock Stars**.
2. Children are also rewarded for regular attendance (within the green band of 97.3%+), 100% attendance and improvements in attendance.
3. For acts of significant achievement in supporting community, outstanding academic achievement, teamwork and sport/music/drama achievement, a biannual awards event will take place in July. This is the National Awards Ceremony.

Consistent approach to discussing behaviours with children.

Stepped Boundaries - 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>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</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</p> <p>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>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.'</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>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.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make people feel? 9. Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

Sanctions:

Use of the Traffic Light System within the classroom:

When behaviour is unacceptable and disrupting learning:

Key notes: All children's names will be on green at the start of the day which allows a fresh start. Pupils should not be made to move their own name onto amber or red, this will be completed by the class teacher so that the walk of shame is not used.

1. The child will be given a clear verbal warning.
2. If the behaviour continues, their name is moved to **amber**.
3. If the behaviour continues, the child will be given a clear verbal warning for **red**.
4. If the behaviour continues, their name is moved to **red**.
5. If the behaviour continues and it is deemed appropriate a student may be removed to a neighbouring class with work for 10 minutes at this stage. Upon returning to the classroom, the student will be placed back on green.
6. A pupil can work themselves off **red or amber**. This must be recorded in the Class Behaviour Log.
7. If ending the session in red- discretion of the teacher as to how long the play/lunchtime detention will last.
8. If ending the day in **red**, 5/10 minutes of the next day's next playtime is missed and the end of day colour is recorded on CPOMs.
9. Teacher to inform parents if a pupil ends up on Red and incident recorded on CPOMs.
10. If the teacher is concerned that too much time is spent in red and behaviour is not improving then the Phase Leader is informed initially.

Our Key Unacceptable Behaviours that lead to an immediate red.

- Running away from staff or entering a non-safe zone
- Deliberate physical violence towards staff, students or property
- Persistent disruption and refusal to follow adult instructions
- Racist or Homophobic behaviours, language or taunts
- Swearing and confrontational language directed towards adults.

In these instances, an immediate red will be given and a member of the SEMH team may be called for to support with these behaviours (if necessary) so that disruption to teaching and learning is kept to a minimal.

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

BEHAVIOUR PATHWAY

- 
- 
- Reminder
 - Warning
 - Time Out
 - Follow up/Restorative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Restorative Conversation then follow the guidelines below:

Inform your Phase Leader/member of the SEMH team.

- Parents phoned/informed by class teacher.
- Creation of an IBP and ongoing completion of the Behaviour Toolkit. (if appropriate)
- Parents called to school/ (if appropriate joint meeting with Phase Leader/member of SEMH team)
- Ongoing review and assessment of IBP: adapt and amend as appropriate. Referral to external agencies (eg PBST, CAHMS) for additional support.

Internal Isolation (decision made by Principal or Deputy Principal)

Fixed Term Exclusion (Decision made by Principal)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or special educational needs. As an academy, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Behaviour/Safeguarding Adviser H. Whiteside	SEMH Team L. McNeive/ T. Protheroe	Learning Mentors M. Copestick/S. Thompson
1. Monitoring behaviour by collecting in class behaviour logs/CPOMs. 2. Attending meetings with children to develop acceptable behaviours. 3. Supporting the creation and implementation of Individual Behaviour Plans (IBPs).	1. Removing barriers to learning through informal support, class drop ins, 1:1 meetings, breakfast club and 'Tea at three' 2. Leading and monitoring specific intervention programmes (feelings & emotions/ Let's chill/ self esteem & confidence/anger management/ allotment -see booklet)	1. Removing barriers to learning through informal support, class drop ins, 1:1 meetings, breakfast club and Lunch Bunch. 2. Leading and monitoring specific intervention programmes (feelings and emotions/ anxieties/ self-esteem and confidence/ anger management etc)
Family Engagement/support Adviser	ATTENDANCE Adviser S. Jepps	
1. Engaging 'hard to reach' and vulnerable families with their children's learning. 2. Supporting and developing relationships between parents and teachers.	1. Supporting families and pupils to increase attendance and engagement with learning. 2. Removing barriers to learning by liaising with members of the SEMH team.	

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

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

Trained staff include:

Mr. Stroud	Deputy Principal
Mrs. Sweeting	Assistant Principal
Mrs. Whiteside	Behaviour and Safeguarding Adviser
Mrs. Hunsley	Family Engagement Support Adviser
Miss. Thompson	Learning Mentor
Mrs. McNeive	SEMH Support
Mrs. Protheroe	SEMH Support

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

Level 4: Behaviour for Learning: Personal development and Curriculum

Academy Leaders	<ul style="list-style-type: none"> • Leaders are trained on using Academy data systems to ensure behaviour monitoring is robust and effective. • 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. • 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 actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.
Academy Staff	<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"> • Mental Health First Aid for pastoral leaders • Team Teach training for SEMH team. • Managing an investigation of an incident • De-escalation & diffusion. • Attendance systems/structures • Reintegration following fixed term exclusions • Effectively issuing CPOMs and classroom behaviour logs
	<ul style="list-style-type: none"> • Impactful parent meetings • Multi-agency meetings • Managing grief • Managing self-harm • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity LGBTQ empowerment
Restorative practice	<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.

Appendix A: Addendum to behaviour policy due to Covid-19

The health and safety of staff and children is paramount during COVID-. Safeguarding is and always will be our primary concern along with the general health and safety of all. The normal working procedures and high expectations in this area have not changed.

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.

Our Rules	Visible Consistencies	Over and Above Recognition
4. Be Ready 5. Be Respectful 6. Be Safe	8. Daily meet and greet 9. Persistently catching children doing the right thing 10. Picking up on children who are failing to meet expectations 11. Accompanying children to the playground at the end of every day 12. Praising in public (PIP), Reminding in private (RIP) 13. Consistent language	11. Recognition boards 12. Certificates 13. Stickers 14. Phone call/text home 15. Verbal praise 16. Notes home 17. SLT praise 18. Class Rewards 19. Show work to another adults 20. Well done book/ HT award 21. Recommendation to HT

The academy realises that we are currently experiencing exceptional circumstances and that policies need to be amended and adapted to meet these new and challenging times. Behaviours which were not expected or taught prior to the covid-19 outbreak now need to be applied.

- .Clear codes of conduct need to be in place and simple rules with sanctions and rewards should be used. This code of conduct must be shared with staff, children and parents. The code of conduct will be distributed to all colleagues in the academy via email and placed on the staff drive. Parents and pupils will be informed via the creation and distribution of a Home-School agreement which will be sent to parents in both a written and electronic format. Changes to the policy and agreement will be placed on the academy website.

Covid-19 behaviour expectations.

- * Children will all enter and exit school via the designated routes and will keep a social distance following markings on the floor.
Children will follow specific instructions on movement around the school (e.g. one way systems, queuing)
- * Children will be asked to follow school instructions on hygiene: wash their hands with soap and water at regular intervals throughout the day, Social distancing and using designated toilets.
- * Children will remain in their new class group (bubbles) at all times during the school day and will not try to mix with other pupils outside of this group.
- * Children will be reminded to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands. ‘Catch it, bin it, kill it’ will be on posters around school.
- * Children experiencing any symptoms of coronavirus will be sent home.
- * Children will have their own space in the classroom and will be reminded to keep their own pencil, etc, for themselves. They will not touch other pupil’s equipment or personal items such as pack up boxes or coats.

- * Children will be guided to different zones of the playground if unable to keep a distance from each other at playtimes.
- * Children will tell an adult if they are experiencing any symptoms of the coronavirus.
- * Children will need to use toilets sensibly and hygienically.
- * Children will be rewarded for following social distancing rules using the behaviour charts in class.
- * Children who intentionally cough or spit at others will be sent home.

Consequences for pupils who fail to comply with the academy rules.

Using our inclusive model, it is important that all pupils access learning in the academy but behaviours which pose a risk to the health and safety of pupils and staff cannot be tolerated. Social distancing makes behaviour that is inappropriate or dangerous hard to manage. Positive behaviour strategies, which the children are familiar with, need to be continued to be employed during this period. Low level infringements or disruption can be dealt with under the existing policy. The SEMH Team will discuss and create risk assessments for identified pupils. Early parent communication is vital if behaviour is becoming an issue. For more serious incidents, such as intentionally coughing or spitting at others, the following processes are in place:

- Parents will be called for and the pupil will be sent home.
- The child will wait in the training room and will be escorted to the school gate by a member of the SLT. Parents will only be allowed on the school site if the child refuses to co-operate and leave. Social distancing with pupils and staff will be maintained and the 'handover' will be completed as quickly and efficiently as possible.
- Discussions of the behaviours will take place by phone.
- The incidents and subsequent actions will be formally recorded.
- Meetings will be held over the phone to confirm an agreement to follow the academy code of conduct and that this is understood by parents, the child and the academy.
- Clear next steps must be in place with a commitment from the parent /adult to pick up again if anything happens going forwards. Without this commitment, the child will not be allowed back into the academy.
- Ultimately, if a child's behaviour cannot be satisfactorily met within current constraints, they should not attend the academy supported by a clear risk assessment

The Retreat

- Will not be used as an inclusion room during this period. This decision is based upon a risk assessment of the room and the potential dangers to both pupil and adult if the room was used for isolation.

The Den

- will not be continuing with the interventions and groups which were running during the Spring term 2020 due to social distancing rules, that the children will be from a wide variety of 'bubbles' and due to the social nature of the activities planned.
- The SEMH team will provide support for pupils who are finding the return to school challenging or have experienced difficulties during the lockdown at home. This maybe on a 1:1 basis or in a small group dependent upon social distancing and room space.
- Although this is at odds with the 'bubble' system operating within the academy, the benefits outweigh the potential risks. This will be operating under strict guidelines. There will be a maximum of four pupils within the room. Each pupil entering will be given their

own pack of mindfulness/wellbeing activities. This will then be named and will only be used by that person if and when they return for further support. All other equipment will be cleaned at the end of each day.

Physical intervention is a difficult area in the current climate. Physical contact should be avoided, only used as a last resort and social distancing applied wherever possible. However, it is a fact that there may be rare occasions when Physical Intervention needs to be used and this has been discussed with all members of the SEMH team so that they are comfortable with the decisions made.

- Pupils who currently have a Positive Handling Plan or Individual Behaviour Plan will be risk assessed. Class groupings will be discussed with the class teacher/phase leader and behaviour will be closely monitored.
- All de-escalation techniques will be used in an attempt to diffuse the situation. This includes contacting parents if we believe that behaviour is going to escalate so that the pupil can be removed prior to the necessity of team teaching being used.
- To reduce the frequency of Physical Intervention, pupils will be moved to an alternative location and the child in crisis isolated. Again, at this point, de-escalation techniques would be employed.
- Physical Intervention will only be used when there is an imminent danger to the health and safety of the pupil, their peers or members of staff. This will involve colleagues wearing PPE whilst these procedures are taking place.
- The PPE would then be destroyed and the parents of the pupil contacted to come to the academy to collect the child.

Appendix B: Behaviour expectations September 2020



Behaviour Expectations: September 2020

While you are in Oasis Academy Henderson Avenue, you will be expected to



- Follow all instructions from any adult ([movement around the school, social distancing and hygiene routines](#))
- Treat all others with care and respect. I will remain in my new class group at all times during the school day and will not try and mix with pupils outside of this group.
- Help to keep the environment clean and safe and treat all equipment with care. I will not touch other pupil's equipment or personal items such as pack up boxes or coats.
- I will use tissues and to cover my mouth when sneezing and coughing and then to wash my hands. 'Catch it, bin it, kill it' will be on posters around school.

If you are a positive member of our academy, we will



- Praise and reward positive behaviour.
- Keep your parents informed of your great effort, care and work

If you do not follow our code of conduct, you will



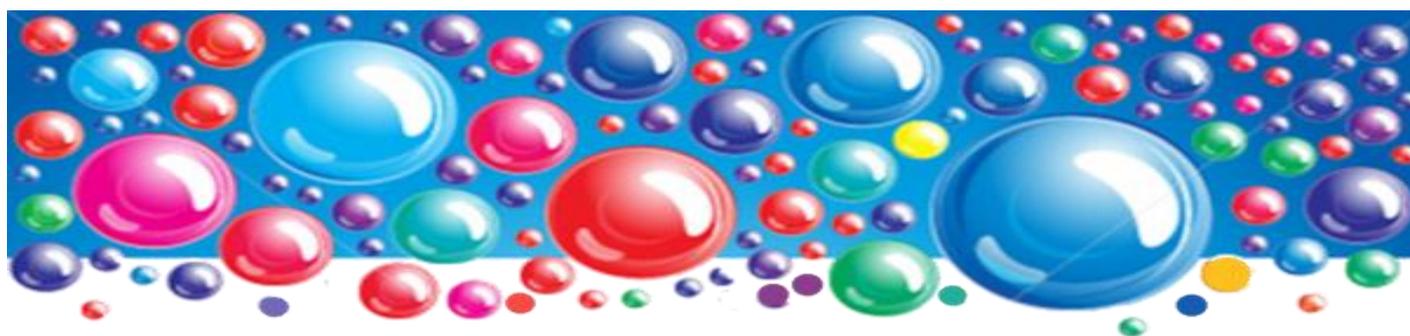
- Receive a verbal warning
- Receive a short sanction followed by a discussion with an adult about your choices
- Discuss with your parent's behaviour concerns as soon as they arise.
- For serious behaviours or persistent refusal to follow instructions - be asked to stay away from Oasis Academy Henderson Avenue.

Parent name & signature

Child name & signature

Date

Appendix C: Behaviours in Bubbles



Oasis Academy Henderson Avenue Bubble Rules

-  I will stay 2 metres away from others
-  I will regularly wash my hands throughout the day for 20 seconds
-  I will tell an adult if I feel unwell;
-  I will not bring things into school from home, or take things home from school;
-  I will only use the equipment in my pack;
-  I will not mix with children in a different bubble in school;
-  I will ask an adult when I need to use the toilet, so they can help keep me safe;
-  I will use the catch it-bin it-kill it rules coughing and sneezing into my elbow or a tissue;
-  I will follow the rules at all times to maintain the safety of myself and others;
-  I will follow these expectations and know that if I don't, I will be sent home and will not be able to come back into school until I can be safe.



