September 2021

OAH Behaviour for Learning Policy

Last Updated: 01/09/2021

Localised Academy Version: 2.0

This policy should be read alongside the OCL Behaviour for learning policy, which includes more detail around the four levers from a trust perspective.

Introduction

Oasis Academy Hobmoor, as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This 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

The Oasis Education Charter

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. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

The Oasis Behaviour Policy is underpinned by 4 key levers:

1. **Academy Vision and Values**
2. **Personal Development Curriculum** (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
3. **Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc.)
4. **Behaviour Training and Professional Development for staff**

	Lever	Academy Leaders	Academy Staff	
1	**Academy Vision and Values**	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, 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	**Harmonious climate for learning where all young people can flourish and thrive.**
2	**Personal Development Curriculum** (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, structures 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	

LEVER 1: ACADEMY VISION AND VALUES

Vision and Values at OAH

At **Oasis Academy Hobmoor,** our vision and values are:
To give our young people the cultural capital that they need, in order to have the confidence to live successful and fulfilling lives, thus making a positive impact on the world.

Live, Love and Learn

Live: Joyful, Humble, Honest
Love: Compassionate, Considerate, Forgiving
Learn: Patient, Self-Controlled, Hopeful

Character Education at OAH

At Oasis Academy Hobmoor, we believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching. The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning. An effective discipline policy is one that seeks to lead pupils towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our pupils are more likely to reach their full potential.
We expect high standards of behaviour at all times. We encourage children to develop self-discipline and to care about themselves and others, respecting their rights and feelings.

There are three core rights, and related responsibilities, that run throughout the Academy:
1. The right to learn
2. The right to be treated with respect
3. The right to be and feel safe

The related responsibilities are:
1. The responsibility to help everyone learn
2. The responsibility to treat everyone with respect at all times
3. The responsibility to make sure everyone feels safe

These form the basis of our school rules.

We help everyone to learn.
We treat everyone with respect at all times.
We make sure everyone feels safe.

These should be on display in each classroom and teachers should discuss with their class what they mean.

Personal Learning and Thinking Skills

Oasis Academy Hobmoor aims to develop **Personal Learning and Thinking Skills (PLTS)** in all our pupils that inspire them to be the best they can be. Pupils will consistently display a thirst for knowledge and understanding and a love of learning. Pupils' attitudes to learning will be of an equally high standard across subjects, years and classes and with different staff.

Teachers ensure these skills are embedded and progressively built on over time to develop pupils understanding of their learning through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities designed to promote learning within a specific skill. **The PLTS** are represented as characters to make them child friendly. Posters showing the characters and skills are on display in every classroom.

Oasis Ethos and the 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community. https://www.oasiscommunitylearning.org/who-we-are/vision-and-values

Inclusion, equality, healthy relationships, hope and **perseverance** permeate all aspects of the life and culture of each Academy and the organisation as a whole.

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 pupil 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. (See Appendix D)
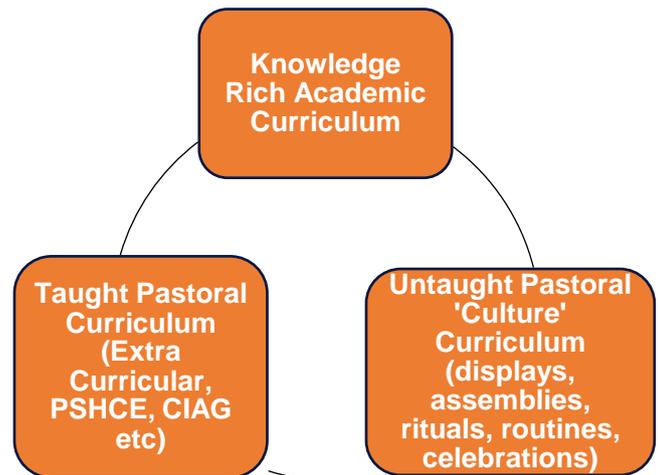
At Oasis Academy Hobmoor, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. We as adults embody the Oasis nine habits and use these to develop our skills when dealing with pupils and recap our knowledge and understanding of them through staff-briefing and CPD sessions.

LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

Character Education at OAH

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 and cultural education)
   - **Enrichment activities** (e.g. trips and visits, non-curricular courses or workshops, etc.)
   - **Extra-curricular programme** (e.g. 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'

Knowledge Rich Academic Curriculum

Taught Pastoral Curriculum (Extra Curricular, PSHCE, CIAG etc)

Untaught Pastoral 'Culture' Curriculum (displays, assemblies, rituals, routines, celebrations)

OAH Curriculum Overview

At Hobmoor, we use the Jigsaw PSHE scheme of work from EYFS to Year 6. The Jigsaw Approach has mindfulness underpinning it. This means that as well as teaching information and skills to empower children to learn now, and improve their life-chances later, we also aim to help them develop personal awareness. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied, mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, led by the Inclusion Leader, generating a whole school focus for adults and children alike. Jigsaw sessions are timetabled to take place every Thursday morning from 9:00-9:30 am across the Academy.

Circle Time

 At OAH, we implement Circle Time as a tool for improving relationships and behaviour. Circle Time is timetabled on Tuesday mornings from 9:00 - 9:30am

Rationale

 Quality Circle Time affords the opportunity for the teacher and class to communicate with each other about issues, which promote self-esteem and positive behaviour.

Circle Time:

- Promotes moral values
- Builds a sense of team
- Develops social skills
- Involves all children
- Gives them equal rights and opportunities
- Boosts self esteem

Quality Circle Time aims to develop:
- The value and self-confidence of each child
- Specific behaviours, which show caring and respect towards each other (e.g. 'do be kind when others make mistakes').
- The establishment, in an enjoyable and constructive way, of classroom routines that are necessary for quality teaching and learning.
- A climate of good relationships between teacher and children and child to child.
- A way of meeting children's needs with regard to improving their behaviour, rather than saying 'What they deserve is …'
- Talking and listening skills in a way that helps such skills transfer across the curriculum.
- A sense of responsibility for one's own behaviour and actions.
- An environment that is non-threatening where teachers and pupils can express themselves and listen to each other.

Enrichment

At Oasis Academy Hobmoor every child has the chance to access a variety of enriching experiences from Nursery through to Year 6. We build this into day-to-day lessons but also through organising special events, day trips, visitors and family events.
We are extremely passionate and proud of our enrichment offer to our pupils. Our partnerships with Enabling Enterprise, NACE, 'Brilliant Club', and the local King Edwards grammar schools mean that our pupils, of all abilities, receive an enrichment offer that is second-to-none.

Our pupils undertake research projects under the guidance of PhD tutors; access Shakespeare and public speaking workshops; undertake experiments in world class laboratories; visit universities, law firms and high performing corporate businesses in the city, thus raising the aspirations of all.
Oasis Academy Hobmoor has very strong links with Educational Partnerships that provide an outstanding learning experience for our children. We work with Roots to Fruit – a charity organisation that brings horticulture and natural science lessons to our academy on a weekly basis. Mercurial Dance has been instrumental in providing creative arts experiences through dance and drama to our academy and also leads on the running and development of our Aspire programme.

We really value world music and have an excellent partnership with Birmingham's Music Services department. Weekly Dhol and Djembe lessons are delivered to our children from outstanding professional musicians.

Every Child Is an Artist

We actively foster and encourage a love for the arts. Through our 'Every Child is an Artist' programme, children are taught a vast range of artistic skills by professional artists. These skills range from painting and ceramics, to digital sound engineering and projection. Children also have the opportunity to display their learning through termly exhibitions within the academy, which are open to the community.

Aspire

Oasis Academy Hobmoor's 'Aspire' philosophy for learning, underpins the academy's curriculum. The Aspire programme has become an integral part of school life. Evolving year to year around key elements, our aim is to

support and enrich the children's learning helping them to fulfil their ambitions and to become the very best version of themselves.

Through 'Aspire' days, we are keen to create a range of experiences for children and staff, which connect them to the cultural and political organisations in the city. We build a range of activities and events that unlock creative potential and help raise aspirations.

Extra-Curricular Clubs

At OAH, we provide a wide range of extra-curricular clubs for our children. These include Football, Netball, Multi-Sports, Athletics, Cricket, Tennis, Arts and Crafts, Science, Choir and homework support. Our Year 6 pupils also have the opportunity to attend SATs revision clubs before and after school in the Spring Term.

How we manage behaviour at Oasis Academy Hobmoor

'Out of the classroom' Behaviour

Wonderful Walking
Children should move calmly and quietly around school.
- We walk on the left
- In single file
- With our hands behind our back
- Without talking
- We step to the side and hold doors open for other people
- We hold our head up, keep our eyes forward and smile

Around school we promote the highest standards of courtesy and respect through our **CARROT** system, which stands for **Courtesy and Respect Reward Orange Tokens**. **CARROT** tokens are given to children who are being particularly courteous and respectful by visitors and staff. Teachers and Teaching Assistants may give tokens to children in their own class. Staff should aim to give out at least 10 tokens daily. Every two weeks the class who collects the most tokens in each phase of the school is rewarded with an afternoon off from their usual timetable to complete an activity of their choosing. Where possible, this should be taken on a Friday afternoon. Each class is given a budget of up to £15. **CARROT** certificates will be presented during Monday's Whole School Assembly.

Tokens are given for:
- **Wonderful Walking**- children should move around school in single file, quietly and sensibly (*see above*). Adults should stop the line at strategic points to maintain control. Everyone should keep to the left when moving up and down the stairs.
- **Lining up**- in school and on the playground-. Classes should line up in single file, quietly and sensibly. Classes should come in from the playground in a calm, controlled manner showing Wonderful Walking
- **Behaviour in Assembly**- Classes should walk in quietly and listen to the music playing. There should be no talking during Assembly. All Staff should give out **CARROT** tokens and make sure noise levels are kept to a minimum.
- **Politeness and good manners**- holding the door open, letting adults go first, saying 'please' and 'thank you' etc.
- **Behaviour that exemplifies the Oasis 9 Habits.**
- **Independent learning**

Lunchtime Behaviour

All lunchtime supervisors are responsible for managing behaviour at lunchtime. A member of SLT or a Sports Coach is always on duty. They are expected to play games and interact with the children. There is also a rota for staff who eat their lunch in the hall and help supervise behaviour and model social skills and good table manners. All teaching staff must be on time to collect their classes from the playground at the end of lunchtime, at either 1:00 pm (KS 1) or 1:30pm (KS 2).

Dining Hall Rules
- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us

- We keep our table clean
- We are polite to everyone
- We use good table manners

Rewards
- **CARROT** tokens
- Dining Hall Rule Stickers
- Lots and lots of positive praise
- 'Proximity' praise
- Golden Table

Sanctions
- minor offences- a conversation, warning, making a child stay with them or sit out for 5 minutes
- Repeated or more serious offences –Time Out after a discussion with the Senior Supervisor, Lunchtime Detention the following day after discussion with Mrs Mike. The child gets their lunch and sits outside the DHT office. Parents are informed. All incidents are recorded on Sleuth by the appropriate lunchtime supervisor and the class teacher is informed.
- Lunchtime Exclusion- where there have been repeated or serious offences and there has been no improvement in behaviour, parents may be asked to take their child home for lunchtime for a specific period of time- usually a week.

Uniform
Pupils should look neat, tidy and smart.
- We wear correct school uniform and shoes (trainers may be worn at lunch time but must be changed on returning to class)
- We tuck in our shirts and fasten the top button
- In Year 6, our ties are worn correctly
- We wear our jumpers or put them in our tray (not tied around the waist)
- We tie back long hair and leave jewellery at home

Classroom Behaviour for Learning

Early Years

3 Rules

1. Choose it, use it, put it away.
2. We walk and talk inside.
3. Be kind.

Staff focus on using positive praise. Where behaviour is unacceptable, children receive a warning. If behaviour continues, children have 'time out' at either the indoor or outdoor time out zone. In Nursery, 'time out' lasts 2 minutes and in Reception 5 minutes. Each zone has a timer so children can manage their own time out.
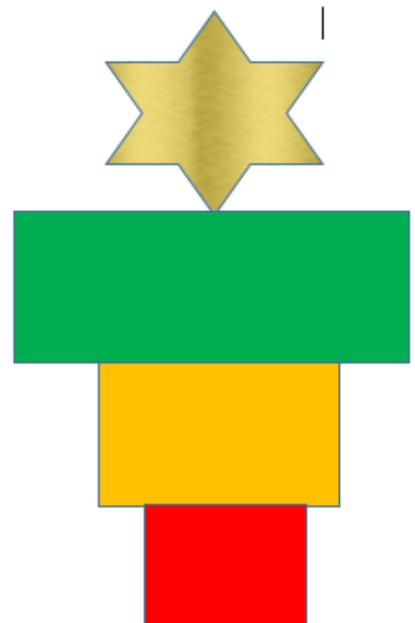
KS1 and KS2

In the classroom, we use our 'Going for Gold' system for positive behaviour management.

- All classes from Year 1 to Year 6 use the Zone Board.

- Every child starts the morning and afternoon sessions on green with the aim of moving to the gold star for great examples of **PLTS 'Learning Behaviours'**
- Children should be praised and rewarded for learning behaviour using the language of **PLTS.**
- Any child on gold at the end of the session may colour in a block on the class sheet and is recorded on Sleuth.
- Each class should have at least **5** children who have reached the gold star by the end of each session.
- Pupils can also move into amber and then red for the opposite reason (see sanctions for more detail).
- Once in red, it may be appropriate to allow the pupil some time to reflect on their behaviour or de-escalate the situation by removing the child to a neighbouring class for 10 minutes.
- The zone in which pupils end each session is tracked across the half term within Sleuth to make sure we reward children who 'go for gold' and/or are 'good to be green' and also to keep track of children who are spending too much time below this.
- **All Gold, Green, Amber, Back to Green and Red are recorded on our electronic system Sleuth at the end of the morning and afternoon sessions.**

Behaviour Rewards

1. All staff offer **positive and specific praise** for all children on a consistent basis.
2. Each week a pupil from each class is nominated for their contribution to **PLTS** and recognised in our PLTS Assembly on Friday.
3. We distribute **CARROT tokens** to children for showing the Oasis 9 Habits, courtesy and respect in attitude and behaviour. These are collected and announced in assembly to see which class has shown the most courtesy and respect. They celebrate with a **CARROT** afternoon.
4. When a child has achieved **20 gold stars,** they will be presented with a Bronze certificate in Friday's Awards Assembly. They will receive a Silver certificate for 40, Gold for 60, Platinum for 80 and Diamond for 100.

Additional Rewards

1. Children receive a gold star for each week of 100% attendance. Those who achieve 100% for the half term choose a reward from the Treasure Trolley.
2. Children who have achieved 100% attendance for the whole year are entered in to a prize draw to win a bike (One for KS 1 and one for KS 2).
3. For acts of significant achievement in supporting community, outstanding academic achievement, teamwork and sport/music/drama achievement, an annual awards event will take place in July. **Annual Oasis Awards** are celebrated at the end of each year, where children nominate themselves or each other for the award celebrated by Oasis biannually at the national awards ceremony.

When behaviour is unacceptable and disrupting learning:

- Initially teachers will use positive behaviour management strategies such as 'proximity praise' to draw children back to their learning; if this doesn't work then
- Children will be given clear instructions as to what they should be doing, followed by a clear warning they will go onto the amber.
- At the Amber stage – the teacher must clearly state the behaviour that will allow the child to move back to Green as quickly as possible.
- If the behaviour continues the children get further instructions regarding choices they make so that they have clarity about what they need to do to improve and the clear consequences if they don't. When children improve they place themselves back on Green – it is important they do this themselves.
- Children place themselves on Red indicating that they have made a choice not conducive to learning.
- When a child moves to Red, the class teacher may decide to give 'time out'. The child should be sent to the year group partner or Phase Leader for a maximum of 10 minutes. If the teacher decides a detention is appropriate they must supervise it themselves. Year Groups or Phases may wish to devise their own rota.
- When a child has been on Red, the class teacher must speak to the child's parents.
- If a child has 3 Reds in a half term, the class teacher and the Phase Leader hold a structured meeting with the child's parents. At this point, the child may be put on Stage One of the Graduated SEMH

Framework.
- If behaviour still does not improve, the class teacher will arrange a meeting with the parents, Inclusion Leader and/or the Principal.
- If a red card is given for a serious incident, the teacher will inform the Inclusion Manager or a member of SLT and parents will be contacted that day.
- We recognise that where a child is consistently on Red, their behaviour is a barrier to their learning. They should be referred to the Inclusion Leader. An Individual Behaviour Plan or Behaviour Management Plan may be drawn up with the involvement of parents. These will be shared with all staff to ensure consistency of approach across the Academy. Where appropriate, children may be referred to Beacon School Support (Behaviour Support), the Academies Educational Psychologist or other agencies. These children may have individual reward systems.

Our Key Unacceptable Behaviours (which have consequences beyond the zone-board) are:

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

These result in removal with a senior leader away from peers. A member of SLT, usually the Inclusion Leader or Principal will contact parents.

Individual Support Plans

ISPs are used for when repeated negative behaviours occur for a pupil and the consequences of the zone-board are not enough alone to shape and modify behaviour. At Oasis Academy Hobmoor, we use the graduated SEMH Framework to support pupils with challenging behaviour. The Framework has three stages. An Individual Behaviour Plan will be drawn up for each stage. They can last between 4 and 8 weeks and are written in collaboration with pupils, parents and staff. These will be shared with all staff to ensure consistency of approach across the Academy.

STAGE 1 CLASS TEACHER STRATEGIES

STAGE 2 PLANNED, ADDITIONAL SUPPORT

STAGE 3 MORE INTENSIVE INDIVIDUAL SUPPORT

Some children have additional needs with the SEMH continuum, which means that supporting them with their behaviour needs a longer-term approach with a modified system within the academy. For some of these children an IBP may have been unsuccessful or inappropriate. In this case, a Behaviour Management Plan or Positive Behaviour Plan is initiated with the support of external agencies and the child is entered onto the SEND register.

Effective routines for classroom organisation

- Transition between and within lessons by clarifying expectations and having set routines (e.g. 1/2/3, chants, songs, choral response techniques)
- materials labelled and students able to access them independently
- ease of movement and furniture arranged to best effect
- whiteboard easily seen
- displays of a high quality, that celebrate the work and achievement of the students
- classroom clean, tidy and welcoming

Expectations of behaviour during learning

- use praise appropriately and reinforce the Academy's rewards system
- use imperative language (e.g. thank you for sitting down)
- challenge unsatisfactory behaviour
- keeping a peripheral vision of the whole class
- provide students with clear choices about their behaviour

- deal with student behaviour consistently/fairly
- consciously use body language to display authority and confidence
- time activities for the students
- give regular description positive feedback on student behaviour
- use a calm and modulated voice
- clarity about how different strategies for learning are managed
- use of non-verbal signs to stop
- tactical ignoring

De-escalation and diffusion strategies

De-escalation techniques are used to reduce the impact of poor behaviour. More specifically:

- using non-verbal cues
- allowing adequate personal space
- using active listening
- using the Vital Relational Functions (VRFs) from Thrive training to Attune, Validate, Contain, Soothe or Regulate pupils emotions and behaviours*
- 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
- 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.
- See the Oasis 9 Habits De-escalation Tool below.

*The Thrive Approach

separation and sexuality being skillful power and identity thinking doing being	Attunement	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
	Validation	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
	Containment	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
	Soothing	Be alert to how they are feeling and calm and soothe their distress
	Regulation	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.

Oasis 9 Habits De-escalation Tool

Ok, so something has happened to make you feel [.......]? Can you help me understand what emotion you would prefer to be feeling?	When we are anxious, upset or angry we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?	If I asked you what the impact of what has happened is on you and on those around you, what would you say? What would you prefer it to be?
On a scale of 1 to 10, how in control of your reactions/emotions/ words do you feel you are at the moment? Can you tell me how you feel inside your body? Can you think of something that might help you feel more in control?	Which one of the 9 Habits wouldn't really be helpful to you right now? Tell me why.	Can you talk me through what just happened from beginning to end so that I can understand how you are feeling right now? As you tell me, try and take deep breaths.
Is there one thing you could do right now that could make things better or different?	If you could ask anyone to help you right now, who would you ask and what would you ask?	Imagine the way you feel about what has happened represented by a colour. What colour would it be? What colour would represent how you would prefer to be feeling?

Anti-bullying guidance

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,
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.

Support for students

- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator 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.

Roles and responsibilities

The National Directors	The Monitoring and Standards Team evaluate the impact of the academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
The Regional Director	The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation
The Principal	The Principal is responsible for reviewing and approving this 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 sanctions are applied consistently
The Behaviour Lead	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the academy and monitoring the behaviour of individuals on PSPs. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
The Phase Leaders	The phase leaders will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
Teaching Staff	Staff are responsible for: • Being role models of positive behaviour • Reminding students of key unacceptable behaviours and the rules • Implementing the behaviour policy consistently • Providing a personalised approach to the specific behavioural needs of particular pupils • 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 pupil code of conduct • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly
Students	Pupils 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

Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	- 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 make effective use of a range of Trust expertise: - Monitoring Standards Team - Directory of Best Practice - 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.
Academy Staff	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: - Mental Health First Aid for pastoral leaders - 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 LGBTQ empowerment
De-escalation & Diffusion	Engaging with positive handling training as necessary. Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.

Legislation and 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

Discipline in our Academies – teachers' 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 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](#)

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

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. Training should be undertaken by a recognised provider. Local Authorities often 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
- Following the student at a safe distance once he/she 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)
- 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

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

Exclusions

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. 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

Monitoring arrangements

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO.

Links with other policies

This behaviour policy is linked to the following policies:

- OCL Behaviour for Learning Policy
- 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
- Oasis Nine Habits