

## Intent:

### **Live:**

Pupils will continually develop their character so that they become the best version of themselves in order to live successful and fulfilling lives.



### **Love:**

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.

### **Learn:**

Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century



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.

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. Our students will 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.
- Develop their ethical approaches and values in their lives
- Develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another.

### **Links to the SEF:**

Develop the resilience of our pupils through Flourish and Triple Loop Learning  
Continue to champion inclusion, using the Oasis ethos and 9 habits as vehicles

**'Every Child is an Artist' Programme.** As part of our Personal Development Curriculum, 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. Children have the opportunity to display their learning through termly exhibitions within the academy, which are open to the community.

## Implement:

### **Coverage through Personal Development Curriculum, Pastoral/SEND provision and extra-curricular:**

- Highly structured and regularly reviewed behaviour policy. Embedded and targeted whole school reward systems and sanctions including 'Going for Gold', CARROT tokens, Personal Learning and Thinking Targets (PLTS) and the Oasis 9 Habits.
- Enabling Enterprise- Skills Builder Toolkit- teaches 8 essential skills to ensure children will thrive and be successful now and in the future.
- Sleuth Behaviour System to record and monitor behaviour- Senior and Middle leaders monitor and follow-up weekly.
- Safeguarding practices at the academy are very effective and central to all we do
- Parental engagement – early communication and involvement
- Structured and consistent parent communication (beginning and end of the day)
- Principal and Deputy are available in the mornings to speak to parents/carers and this often pre-empts any potential challenging behaviour as we find out what has happened at home and can support the child.
- Open door policy for parents;
- Strong relationships forged with Parents of children with SEND, particularly those with more challenging/complex needs- regular meetings, home/school communication, termly SEN reviews
- Home visits to all Foundation parents. Visits accompanied by members of pastoral/nurture team as and when appropriate.
- Acting as an advocate for parents/linking with external agencies.
- Vulnerable Families Action Plan-The school actively forges strong relationships with vulnerable families and their children – we know every child and their individual situations inside out
- We listen to our children and families and understand the challenges they are facing- pastoral team offer Family Support and signpost to other agencies/external support
- Attendance- supporting targeted parents and pupils by transporting them to and from the academy.
- Supporting parents with extra transition for 'vulnerable' pupils; accompanying parents to Secondary/ specialist provision, helping with application paperwork
- Supporting parents with behaviour at home via use of academy behaviour strategies, rewards and stickers systems.
- The academy employs a wide variety of graduated strategies, interventions and support packages for pupils to meet their emotional, social and behavioural needs.
- Pupils classified at a SEN support level for SEMH needs supported by interventions such as Thrive, Mentoring, Social Skills Interaction Groups and the involvement of outside agencies
- Circle Time sessions weekly- training for staff and investment in resources
- Jigsaw scheme for PSHE- weekly sessions Cognitive and wellbeing strategies aimed at helping children to manage their emotions instantly
- Mindfulness taught to children who have particular difficulties managing their emotions and behaviour
- Self-management technique- skills developed to help children have control over their emotions and behaviour
- Involvement of outside agencies as needed – Beacon and School Support, Educational Psychologist (investment in Independent providers, as we were not happy with quality of support provided by LA).
- Graduated Response to SEMH- Use of Individual Behaviour Plans, Behaviour Management Plans, One Page profiles, Risk Assessments,
- Reasonable Adjustments, flexibility- meeting needs, children working in other classes, away from their class, Reduction of Permanent Provision (ROPP), Re-integration Plans,
- Breakfast Club in the morning.
- Additional breakfasts and food provided during the day to support pupils who are arriving at the academy hungry/not focused on learning.
- Lunch time and playtime provision for children at risk of presenting with challenging behaviour in the playground or known to struggle socially; Lunchtime Club with play leader, Lunchtime Plans completed, Learning Mentor support
- Lunchtime-playground zones, table tennis tables, Scrapstore, regular, good quality CPD for supervisors, increased numbers of Supervisors
- SLT on duty at lunchtime, other staff eating in dining hall, Learning Assistants on duty
- Regular high quality staff CPD sharing strategies and ideas e.g. Team Teach, Strategies for working with children with ADHD
- Regular assemblies to ensure all children are familiar with our behaviour systems and how to keep safe both **emotionally and physically**, Celebration Assembly, PLTS, 9 Habits, Star awards
- Focus Weeks- including Anti-Bullying Week, Autism Awareness Week and Children's Mental Health Week

## Impact:

### **Data (2018/19):**

- **Impact statement: Exclusion rates are below the national average, and fixed term exclusions continue to fall. Nationally, there has been an increase in fixed term exclusions in Primary schools. (1.21%)**
- There have been no permanent exclusions in the six years since Hobmoor joined Oasis.
- In the **Summer Term of 2011- 2012**, there was one permanent exclusion and fixed term exclusions of 16.5 days involving eight children.
- In the **Autumn Term of 2012-13** there were 14.5 days involving three children.
- In the **Academic Year 2018-19**, there were four fixed term exclusions totalling 4.5 days involving three children.

### **Staff CPD/monitoring (2018/19):**

Inclusion Leader attended Stonewall Train the Trainer training 'Tackling Homophobic, Biphobic and Transphobic Bullying and Language and OCL National Behaviour Conference

- Whole school CPD 'Celebrating difference and challenging HBT in our school'
- Whole School CPD 'Equality, Diversity and Inclusion' online training
- Teachers- 'Anger management and De-escalation'
- LA's – Behaviour Surgery
- 'Successful Supervisors' online CPD programme for lunchtime supervisors.

### **Community/families: Hub**

'All leaders, including those from the multi-academy trust, share a moral purpose to lead and shape the transformation of a community through the nine Oasis habits. These habits are central to the school's ethos and are evident through the teaching and learning, leadership and wider governance structures.' Ofsted January 2019

- Anti- Bullying Parent workshop
  - Parent workshop – 'Helping your Child Manage Anger'
  - 'Positive Parenting' Programme
- Behaviour Survey involving all stakeholders: 92% of children agreed that the adults in school care about the children. Almost all the children (95%) agree that they are taught that bullying is not allowed. Parents praised the group sessions provided for pupils who struggle with socialising. Parents also recognised and appreciated the fact that children are taught about bullying, the provision of specialist teachers and the way that staff manage behaviour issues fairly.