



September 2021

OANO Behaviour for Learning Policy

Last Updated: 02/09/21

Localised Academy Version: 1.0

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

OANO, as part of OCL, is committed to developing the character and competence of every pupil, in line with our Oasis 9 Habits, in pursuit of all pupils receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our pupils 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 21<sup>st</sup> 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 pupils 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	 <p><b>Harmonious climate for learning where all young people can flourish and thrive.</b></p>
1 <b>Academy Vision and Values</b>	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	
2 <b>Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)</b>	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3 <b>Academy Behaviour Systems, Structures and Routines</b>	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, <b>consistently</b> and in line with the vision and values	

4	<b>Behaviour Training and Professional Development for staff</b>	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	
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## LEVER 1: ACADEMY VISION AND VALUE

### Oasis New Oak Behaviour Intent Statement

At Oasis Academy we aim to **‘Be The Best Me’**

#### **Kind**

*(we do the right thing – even when no one is looking)*

#### **Curious**

*(we are ready to learn and believe anything is possible)*

#### **Respectful**

*(we look after ourselves, each other and respect our new oak family)*

#### **Resilient**

*(we persevere and never give up)*

At Oasis Academy New Oak, we believe that happy children learn best! We understand that everyone's normal is different, we share a whole school restorative ethos underpinned by positive relationships between all rooted in mutual respect and the knowledge that behaviour is communication. This creates a sense of belonging to our New Oak Family with a focus on inclusivity, positive social engagement and meaningful accountability instead of punishment. We know that for any policy to be effective it must be consistently delivered by all colleagues.

Our aim is for every pupil at New Oak to be empowered to take responsibility and manage their own behaviour without external motivators, ensuring our pupils learn lifelong skills and strategies for emotional regulation. We are a setting that is sensitive to supporting children with all needs but use our skills in Trauma Informed Practice, ACEs and understanding of attachment to support our pupils with SEMH needs.

To achieve this, we are changing the way we work at New Oak. We are slowly moving away from a Behaviourist approach (sanctions and rewards) to a Relational approach (positive relationships being at the heart of what we do). We believe external motivators are not conducive to long term change and intrinsic motivators will reap long term rewards. We know the behaviourist approach impacts on emotional development through shame, anxiety and inconsistent motivators. These stop children from understanding the impact of their actions and the impact they have on others. It also stops children from recognising difficult emotions and developing strategies for appropriate response and self-regulation.

Now we focus on the developing all the relationships the children have. These relationships model the correct way to identify and manage their emotions, whilst also teaching them to take personal responsibility of their actions. A key component to this is Restorative Practice and the children having conversations about their behaviour. The Social Control Window shows the ways we wish to interact with our children.

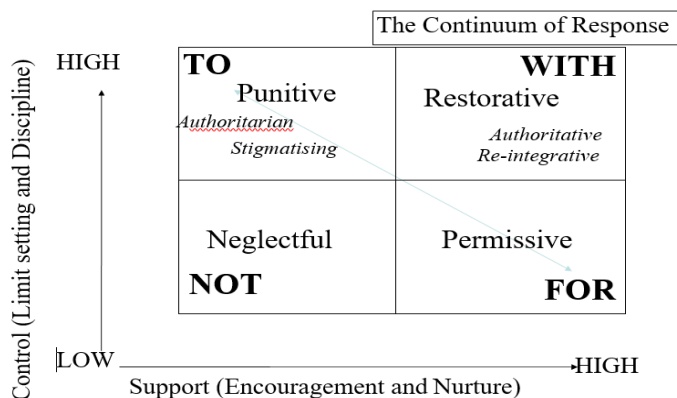
Instead, we now focus on developing the relationships the children with their peers and staff. Through these positive relationships' children are taught the correct way to identify and manage their emotions and take personal responsibility of their actions. A key part of this approach is children having conversations about their behaviour focusing on: **what they were thinking/feeling, the impact it has had on others and what they are going to do to make amends.** That the adults are the 'facilitator' and not the 'controller'.

For children with SEMH needs, we now focus on understanding the internal reasons for behaviour.

We understand all behaviour is a communication of a child's need. We understand that children with complex needs need to find a pathway back towards successful engagement with education in a classroom environment. This means children have bespoke packages of support which track their achievements and ensure provision is carefully matched to need.

**A key part of changing our approach has been the introduction of a number of key interventions and strategies including; a daily check in, emotion coaching and restorative practice. These strategies are used to establish a safe, nurturing ethos and culture within the school at the same time as ensuring that we have high expectations and boundaries in place.**

## Social Control Window

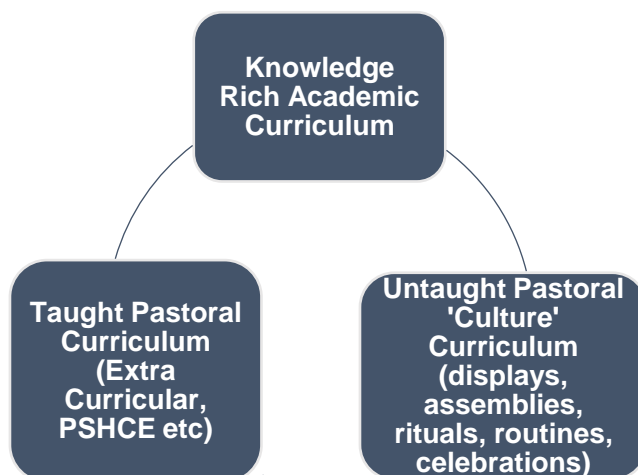


### LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

#### Character Education at OANO

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

- The 'taught' character curriculum:
  - 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)
- 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 PD lessons, circle time, in corridor conversations, and in signs and symbols around school. This is often summed up as 'the way things are around here'



#### OANO Curriculum Overview

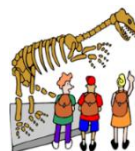
**"Ability may get you to the top but it takes character to keep you there" John Wooden**

*Equipping children with skills and abilities to succeed in all environments; intentionally planned through the 9 Habits lens.*

Character virtues should be reinforced everywhere; on the playing fields, in classrooms, corridors, interactions between teachers and students, in assemblies, posters, messages and communications, staff training, and in relations with parents.

**'If you create an act, you create a habit. If you create a habit, you create character. If you create character, you create destiny.'**

*Andre Maurois*



#### Extra Curriculum Provision: Breakfast club,

camps and trips, netball, tag rugby, athletics, rounders, yoga, cross-country, move to the music, singing games, drama, science, choir, multi-sports, music makers.

## LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

### Overview of Key Intervention and Strategies

#### Positive Reinforcement

Climate for learning is responsible for 95% of behaviour management. It is important to ensure that the environment and ethos within a classroom is positive, supportive and secure. That relationships have been established and are being maintained. An enthusiastic and up beat demeanour is essential in generating natural enthusiasm.

#### Praise

Praise is a powerful tool. It should be used as a positive recognition of all good behaviour and learning. For praise to be even more effective it needs to be **specific, timely and consistent**. Here are some examples that could be used:

- ✓ I really like the way you.....
- ✓ I love how you are.....
- ✓ That was a great idea ....
- ✓ Give ..... a clap they have just .....
- ✓ Come and show the class your .....

#### Oasis Ethos and the 9 Habits

We believe in 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.

We believe that continually developing our character to become the best version of ourselves is important for every pupil and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits 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 are respected, and choice is exercised within a culture of self-discipline. Purple tokens are given out to celebrate when pupils demonstrate a particular habit well. (See 9 Habits wall)



#### British Values

Democracy  
Individual Liberty  
Mutual Respect  
Tolerance of those of different faiths and beliefs

Term 1/2	Term 3/4	Term 5/6
Hopeful Joyful Patient	Compassionate Forgiving Cosiderate	Self Controlled Humble Honest

At Oasis Academy New Oak, we teach the nine habits through assemblies and refer to them in our learning and behaviour conversations. 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.

## **Positive Recognition Boards**

At New Oak, every class will have a positive recognition board / compliment corner. This is a board where each day the children will be challenged to demonstrate a skill, habit, or value we have been working on. The teacher will identify something the class need to work on and write it on the Positive Recognition Board e.g. I will wait my turn and not shout out the answer. Around the board is either every pupil's name or photo. When they are caught demonstrating this, they get their name moved onto the board. The aim is for every pupil to get it there by the end of the day or week. The challenge may change daily, every couple of days or weekly.

It is important that the praise that we give our pupils is meaningful. That this is not just 'well-done,' 'That's great' but really identifies what they have done specifically so they can repeat it and continue to grow in becoming independent individuals.

During PHSE lessons, the children will have the opportunity to give any member of their class a shout out for compliment corner and celebrate the weekly habit. At the end of each week in celebration assembly children will be praised for demonstrating the habits and for effort in their learning.

At New Oak we celebrate children's success through the following ways

1. Every week two children are selected by their class teachers for showing excellent behaviour and learning and are awarded **certificates** during celebration assembly.
2. **Dojo's** are awarded for brilliant work or behaviour, or to acknowledge or encourage outstanding effort or acts of kindness in school. Children will also be able to spend their Dojo's at the New Oak swap shop. Refer to the Swap Shop guidance for more information.
4. **Habit leaves** are given to children for their contribution towards the Oasis 9 Habits in their work, attitude, and behaviour and are given out every Friday during celebration assembly and added to their class habit tree.
3. **Coloured tokens** will also be given to the children who are given a habit leaf and are placed in dedicated tubes so we can track which habits we are developing well so we can celebrate, and which need further attention.
4. **Postcards** are sent home for specific achievements, outstanding effort or improvement in behaviour and attitude.
6. Children will be placed in **house teams**. The coloured tokens will represent the achievements of house teams allowing them to reach landmarks and as a house team be able to engage in large scale team building exercises.



Each week children are recognised for **Regular Reading** (numbers of books at KS1 and Recommended Reads at KS2). Each class has the word **READING** in the classroom. Every time everyone reads you can move the peg down. When you reach the **G** you get a class reward.

**The Times Tables Rock Stars (KS2)** is given termly to recognise work completed at home.

Each class will have the word **DIAMOND** to help support attendance. Every time all children are in a day for both sessions you can move the peg down. When you reach the last **D** you get a class reward. The best class attendance is also celebrated during celebration assembly.

For acts of significant achievement in supporting community, outstanding academic achievement, teamwork and sport/music/drama achievement, an annual awards event takes 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.

## Positive relationships

At New Oak, we believe that positive relationships are paramount. These positive relationships are used to model how to interact and self-regulate. They are also key during times of crisis, when someone who understands and knows the child will be able to fully support them. Positive relationships cannot be faked. **They require you to be honest, genuine with an ability to admit when you are wrong.** The children must be an equal part to the positive relationship.

**Humanisation:** Sharing information about yourself can help children see past being just a teacher. If you are comfortable you can talk about your life, hopes, aspirations. It is important that children understand we all interact with the world in a similar way and that we all face similar challenges. Modelling how we deal with day to day life gives the children the skills they need to do it themselves.

**Holding in Mind:** Showing the child that you think of them outside of the school day. This will help the children see you as something other than a teacher. Taking an interest in activities outside of school and specifically outside of the school sphere shows you are invested. Reminding the children that you were thinking about them outside the school day is immensely powerful. Here are some examples:

- 'I saw this .... and it made think of...'
- 'I was thinking about your.... last night and wondered...'
- 'I was playing .... have you played it?'

**Shared experiences:** Complete a task or spend time together doing an activity. This is most effective when its child led and/or of shared likes. This could be spending time playing football, playing computer, playing a board game or even just talking.

**Class rewards:** should be experiential in nature. An opportunity to play games together and build relationships between every member of the class: Zip, Zap Boing ~ Wink Murder ~ Call and repeat songs ~ mirroring games ~ some sketching outside. Class rewards shouldn't always be watching a film, using iPads or rewards that can be done in isolation.

## **At New Oak the adults promise to:**

- Have positive regard for every pupil in our school.
- Meet and greet every pupil at many points during the day but especially first thing in the morning.
- Give first attention to best conduct.
- Understand that behaviour is communication and must be listened to.
- Model positive behaviours and build relationships with pupils.
- Plan lessons that engage, challenge, and meet the needs of all pupils.
- Use a visible recognition mechanism throughout every lesson (e.g., Recognition boards, raffle tickets, Dojo points)
- Be calm and caring - give 'take up time' when going through the steps. **Prevent before sanctions.**
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are not engaging with our high expectations.
- Support the behaviour of their class across the day by liaising closely with SMSAs, breakfast club workers, support staff and parents/carers.

## Walking around school

At New Oak we encourage Wonderful Walking and dojos are given to children who do this even when no one is looking. Children should be encouraged to walk sensibly around our school and all staff should remind them of our 3 walking requests 1. Always walking on the left 2. Mouths remain closed 3. We can only hear your feet. As well as sensible behaviour in the playground and only walking with bikes/scooters whilst on site.

## Supporting behaviour



We know all behaviour is communication and understanding it is key. We use a variety of strategies to support behaviour at New Oak. We expect all staff to be able to respond to behaviour in a variety of ways. From non-verbal cues to restorative mediation.

### Check-ins

One of the key elements to our relational approach is our check-in. We use the Inside Out movie and characters to help the children identify their feelings and link them to colours. We ask, 'What COLOUR are you?' First thing in the morning. We establish how the children are feeling before trying to embark on the academia as we know that those children who come into school having had a disrupted evening/ weekend are not in the right frame of mind to learn and this often manifests itself in challenging behaviour. **We then support the children to get themselves back to 'Ready to Learn/Green'** We emphasise the message that it is ok to feel these emotions, but it is how you deal with them that matters most.

Each class has an early morning check in which is identified on the timetable to support and identify how the children are feeling and support them accordingly. The check in board is split in to 4 colours/emotions and we use this to identify how the children are feeling. There will be different activities/suggestions to help the children if they are not feeling like they are ready to learn.

The children can then use the board throughout the day to communicate to the adults how they are feeling and that they need some help to manage their feelings.

### Zones of Regulation

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

### Responding to Behaviour

Responding to low level behaviour in class.

- Use non-verbal cues e.g., a look, a signal.
- Praise the children around doing the behaviour we expect (Thank you X for sitting so wonderfully have a Dojo)
- Reset expectations of specific behaviour (In Wolf Class we all ....)
- If it continues, teacher to use emotion coaching: approach quietly and on their level in a calm and empathetic tone, identify how they might be feeling but make it clear the behaviour is not acceptable but try and find reasons for the behaviour and put in strategies which meet the need (what do they need to do to be ready to learn). This may mean referring to individual plans.
- If the behaviour continues, give them a warning – 'If the behaviour continues, we will need to have a chat at break time/lunchtime/after school to sort it out further'.
- If the behaviour does not change e.g., they still are not doing their work continue with the lesson and have a RP conversation at break time. Part of this will be the child deciding how the child will repair what they have done. e.g., staying in and completing their work at breaktime, litter picking if they have not respected our environment or spending time with a specific person to repair a friendship.
- If the behaviour escalates 'Out of Control' (Red Zone), the teacher is to use emotion coaching and scripts e.g. "I can see you're angry and you are not being safe so you will need to go and ... to stay safe." (SLT called to support with taking the pupil and use emotion coaching). No expectations around work or behaviour except



those which are unsafe. Try and give them space. Remember the experience of being out of control is impactful.

- At an appropriate time, the teacher completes the RP conversation and decides how the child needs to make amends.
- Behaviours should be logged on CPOMS and Bromcom – Refer to Behaviour Logging for guidance for more information.

## **Restorative Practice (RP)**

A Restorative approach can support children in developing an understanding of their feelings and enable them to think about their feelings to manage their behaviour. Using RP supports children to feel accepted and can help to mitigate shame, rejection and exclusion. It acknowledges that all behaviour is a form of communication and adopts a 'no-blame' ethos.

### **The Restorative definition**

Restorative approaches explain misbehaviour as a breaking of a social bond. They seek to involve all relevant to the event in acknowledging responsibilities, repairing harm, promoting respect and strengthening both formal and informal relationships.

At New Oak, RP is used to discuss children's behaviours around the structure of 5 key questions:

- Can you tell me what happened?
- What was going through your head when it happened?
- Who was affected by your actions?
- How can you repair the relationships you have broken?
- What can we do differently next time?

These conversations will happen for incidents where you deem it necessary. **They are to be completed once all parties are self-regulated in a safe space.** Staff will be covered to complete these conversations. It is important to understand that these conversations could sometime involve adults as well as children. Also, some parties may not be willing to complete the conversation immediately.

## **Emotion Coaching**

Emotion coaching gives the adults the language to support children when they are struggling to manage their emotions. It allows adults to identify when children are in crisis and the emotions they may be feeling from the behaviours they are exhibiting. By placing an emotion to the situation, you can empathise rather than discipline their emotions in a situation. This allows the children to feel safe and to regulate themselves creating a strong relationship. Then at an appropriate time, consequences and the process of making amends can then be discussed – ideally this is to be completed before the end of the school day. Consequences which are delivered to far from the point of the incident will not be effective and can often lead to confusion and a lack of understanding to the purpose of them.

In the moment, we use Emotion Coaching to ensure that we respond appropriately to a child when they are dysregulated and so that we can support them to understand their emotions.

This involves using empathic listening skills which involve mirroring the emotion with facial expression, body language, tone of voice and attuning to the mood. Accepting and validating the child's experience and feelings, responding empathically by naming the emotion and reflecting back what you hear in a structured way to show you understand. At the same time soothing the child. The use of prepared scripts can support behaviour.

It is therefore important to use the 'Emotion Coaching' script:

Emotion Coaching

**STEP 1:** Recognising the child's behaviour is communicating how they are feeling. **PAUSE FOR THOUGHT** What are they communicating? (Internal)

**STEP 2:** Validating the feeling and labelling emotion.  
I can see you are feeling..... It is horrible to feel .....

**STEP 3:** Setting Limits on Behaviour  
I understand you are ..... but you need to make sure your behaviour is safe.  
You may then need to take the child off to do a quiet activity until they are regulated.

When the child is calm and regulated, it is important that every situation is used to learn from. The children learn that it is OK to feel different emotions, but they need to respond to the emotion appropriately. It is important that children understand the effect their behaviour has had and that there are consequences, but these are appropriate to what has happened and allow the child to make amends to move away from a culture of shaming.

I can use PLAN to help me.

P	Pause	STOP & BREATHE Take a few deep breaths
L	Listen	Listen to your body. How am I feeling?
A	Ask	What do I need?
N	Next	What choice am I going to make so I can feel proud?

PAUSE, STOP & BREATHE.	I need to breathe in and out slowly with my feet on the ground.
LISTEN, HOW AM I FEELING?	When I feel angry I feel it in my hands and in my head.
ASK, WHAT DO I NEED?	I will need to use my therapy or go to my safe space.
NEXT, WHAT CHOICE CAN I MAKE?	I can ask use my therapy or I can ask my teacher to go to my safe space then I can feel ready to learn again.

## Interventions at New Oak

Interventions that can be used to support children at New Oak			
Green	Yellow	Orange	Red
Lunch club	Elsa support	Learning support referral	Specialist provision
Breakfast Club	Speech and language	Individual behaviour plan	NT
Behaviour support	Check in cards	specialist 1-1 support	
Check ins	Sport club PE	Meeting with parent to identify support	
Hand of Help -key adults	Learning mentor support		
Regulation stations	Social stories		

### 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
<b>Emotional</b>	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic,
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
<b>Cyber-bullying</b>	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. It is also available on our website.

### Support for pupils

- The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.
- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (See IPM process above).
- 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 pupil, 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 pupils with the support that they need.

## Roles and responsibilities

<b>The National Directors</b>	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
<b>The Regional Director</b>	The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation
<b>The Principal</b>	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
<b>The Pastoral Lead</b>	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the academy and monitoring the behaviour of individuals on BSPs. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
<b>The SENCO</b>	The SENCO is responsible for investigating behaviour concerns when all strategies have failed to determine whether there is an underlying SEMH issue. They will consult with the relevant external agencies and offer guidance and support to staff and students to implement any specific provision or plan
<b>Teaching Staff</b>	Staff are responsible for: <ul style="list-style-type: none"> <li>• Being role models of positive behaviour</li> <li>• Reminding students of key unacceptable behaviours and the rules</li> <li>• Implementing the behaviour policy consistently</li> <li>• Providing a personalised approach to the specific behavioural needs of particular pupils</li> <li>• Recording behaviour incidents</li> </ul> The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
<b>Parents</b>	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: <ul style="list-style-type: none"> <li>• Support their child in adhering to the pupil code of conduct</li> <li>• Inform the school of any changes in circumstances that may affect their child's behaviour</li> <li>• Discuss any behavioural concerns with the class teacher promptly</li> </ul>
<b>Students</b>	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

<b>Academy Leaders</b>	<ul style="list-style-type: none"> <li>• Leaders are trained on using academy data systems to ensure behaviour monitoring is robust and effective.</li> <li>• Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.</li> <li>• Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.</li> <li>• Through coaching leaders build opportunities for staff to practise core skills on a regular basis.</li> <li>• Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.</li> <li>• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.</li> <li>• Leaders make effective use of a range of Trust expertise:             <ul style="list-style-type: none"> <li>○ Monitoring Standards Team</li> <li>○ Directory of Best Practice</li> <li>○ National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students’ pastoral learning.</li> </ul> </li> <li>• Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.</li> </ul>
<b>Academy Staff</b>	<p>To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.</p> <p>Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> <li>• Mental Health First Aid for pastoral leaders</li> <li>• Attachment, ADHD and Autism</li> <li>• Managing an investigation of an incident for relevant staff</li> <li>• Restorative justice/mediation</li> <li>• Physical restraint training for relevant staff</li> <li>• Attendance systems/structures</li> <li>• Reintegration following fixed term exclusions (as needed)</li> <li>• Effectively issuing a report</li> <li>• Impactful parent meetings</li> <li>• Multi-agency meetings</li> <li>• Managing grief</li> <li>• Managing self-harm</li> <li>• Preventing and dealing with bullying</li> <li>• Parental classes</li> </ul>
<b>De-escalation &amp; Diffusion</b>	<p>Engaging with positive handling training as necessary.</p> <p>Key staff complete positive handling training and all staff are trained internally on the laws and legislation around using reasonable force in schools.</p>
<b>Restorative practice</b>	<p>Staff involved in restorative practice are trained by the behaviour lead on supervising, structuring and recording a restorative justice session using the materials outlined in this policy in Lever 3 section above.</p>

## 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 conducted in line with 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 as well as the 9 Habits:

- [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