OAN Behaviour for Learning Policy

Last Updated: 16/09/19

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

OAN, 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

Ethos +	Learning +	People +	Purpose +	Inclusion +	Curriculum
Rooted in what we believe	Who am I? Who am I becoming?	Exceptional strength and opportunity	In partnership with our communities	Driven through passion	The heart of educational provision

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	
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	**Harmonious climate for learning where all young people can flourish and thrive.**
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

Character Education at OAW

In line with the Oasis' Education Charter, the curriculum is the heart of our academy's educational provision. Through this - and our commitment to an exceptional climate for learning and great pedagogy - we make learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives. The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too.

At **Oasis Academy Nunsthorpe,** our curriculum is built around the development of five characteristics. Our pupils are encouraged to develop their character and behaviour by learning about the five characteristics, reflecting on their own character and recognising characteristics' strengths and deficits in others.

BREAKING CYCLES – Every Child, Every Chance

Reflective   Resilient   Collaborative   Curious   Disciplined

Teachers ensure these characteristics 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 characteristic.

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.
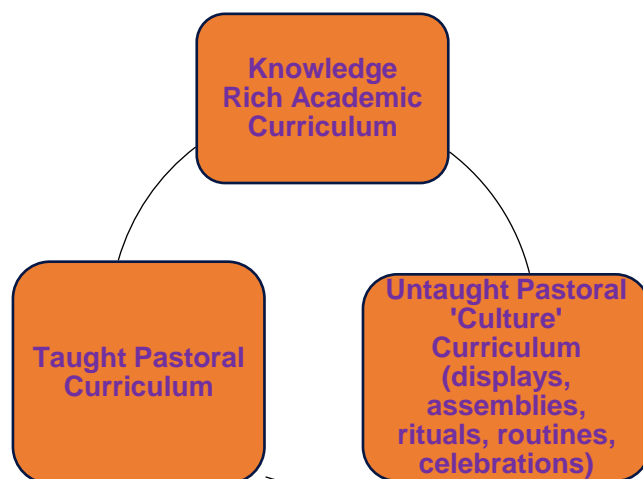
At Oasis Academy Nunsthorpe, we teach the nine habits weekly through assemblies and refer to them in our learning and behaviour. Our curriculum themes of Self and Community explore the habit on a deeper, personal level. We as adults embody the Oasis nine habits and use these to develop our skills when dealing with pupils and recap our knowledge and understanding of them through staff-briefing and CPD sessions. Within our behaviour approach they are used as a de-escalation tool and also as a reflective tool once regulation has occurred.

LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

Character Education at OAN

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

1. The 'taught' character curriculum:
   - PSHCE (physical, social, health and cultural education)
   - Enrichment activities (e.g. trips and visits)
   - Extra-curricular programme (e.g. before- and after-school clubs)

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, during check in and check out circles / family time, in corridor conversations, and in signs and symbols around school. This is often summed up as 'How We Do It Here'

Knowledge Rich Academic Curriculum

Taught Pastoral Curriculum

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

OAN Curriculum Overview

"Intelligence plus character – that is the goal of true education" Martin Luther King
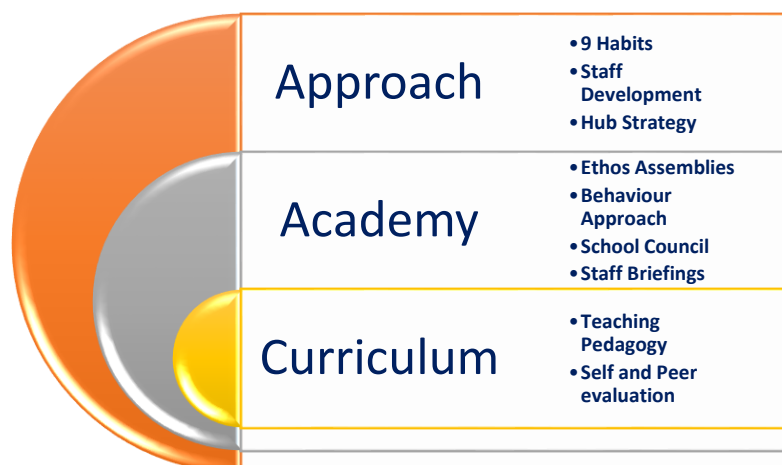
Equipping children with skills and abilities to succeed in all environments; intentionally planned to structure deep learning through the 9 Habits lens.

Extra Curriculum Provision: football, netball, athletics, basketball, cheerleading, gardening club, 'Nunny' Money, Let's talk about Faith, radio club, film club, booster clubs, breakfast club, Lego club and art club. After school clubs change every half term.

Experiences: Mount Cook Residential, Eden Camp, WW2 experiences, Numeracy and literacy days, the deep, history days, themed sleepover days, visits to local church, celebration days and visits around the local estate.

Approach
- 9 Habits
- Staff Development
- Hub Strategy

Academy
- Ethos Assemblies
- Behaviour Approach
- School Council
- Staff Briefings

Curriculum
- Teaching Pedagogy
- Self and Peer evaluation

LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

What Kind Of Rewards Do We Use?

- ❖ Praise – verbal, written, sticker, friendly word or gesture, referral to another adult, community tokens, certificates, star of the week, purple power star and sent to Mr Lyall or other senior leaders.
- ❖ Special responsibility, privilege or trust.
- ❖ Informing parents – communicating good news whenever possible, sometimes a phone call and 'good to be purple' postcards home.
- ❖ Being an Anti-Bullying Ambassador or a Positive Behaviour Ambassador.

We expect children to: Be Respectful, Be Generous, Be Honest and Be a Learner.

- ❖ Work hard and to the best of their ability
- ❖ Talk to each other and adults politely
- ❖ Use calming and problem solving strategies
- ❖ Avoid disagreements and arguments and refer to an adult for help if necessary
- ❖ Walk when they are inside the building, play safely when outside
- ❖ Accept responsibility for their own behaviour – and apologise if necessary
- ❖ Arrive in the Academy on time each day
- ❖ Show respect for others
- ❖ Recognise and respect each other's culture and background
- ❖ Listen to each other carefully and try to see each other's point of view
- ❖ Respect their own and each other's property and personal belongings
- ❖ Be patient with others
- ❖ Avoid disturbing people who are working
- ❖ Respond appropriately to all adults
- ❖ Look after the Academy building and equipment
- ❖ Share resources and responsibilities
- ❖ Concentrate on their own behaviour and not that of others

These are some of the behaviours that are not appropriate in the Academy:

- ❖ Name calling or verbal abuse of any kind, using inappropriate language
- ❖ Racist or homophobic name calling
- ❖ Deliberate acts of violence
- ❖ Deliberate acts of disrespect (e.g. making obscene gestures)
- ❖ Bullying (threatening, picking on or intimidating another person, deliberately leaving someone out)
- ❖ Stealing or damaging property
- ❖ Swearing or using offensive or insulting language
- ❖ Leaving the classroom without permission
- ❖ Stopping others from working or interfering with others' work
- ❖ Refusing to follow a reasonable instruction
- ❖ Arriving late or not attending the Academy without good reason

What Happens When Things Go Wrong?

We have divided negative behaviour into zones. Behaviour zone flow chart is displayed in every classroom: Students will always be warned if their behaviour is becoming unacceptable so that they can alter their behaviour and prevent their name card being placed in yellow zone. If unacceptable behaviour continues the student should be moved to the **YELLOW** zone. The student should be given a target to achieve within a time frame, if the student achieves this target then the student should return to the **PURPLE** zone and be given verbal praise for the change in behaviour.

All children go through the zone sections and no child is directly moved to a zone, for example a child cannot be moved straight to a yellow zone without being given a verbal warning first.

Purple zone: Full participation in impeccable behaviour and attitudes towards learning, following all four of the academy rules at all times.

Verbal warning: Child given a verbal warning to improve behaviour so they can return to purple.

Yellow zone: Calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking if asked to stop, leaving seat during working time, negative use of body language, stopping others working, drawing others into negative behaviour, not sharing, being unkind to others, rough play that may lead to others getting hurt

Orange zone: Continually behaving in any of the above ways and/or deliberate violent behaviour, aggressive behaviour of any sort, damaging furniture or property deliberately damaging the Academy environment, stealing, arguing with an adult or answering back, walking out of the classroom, refusing to follow instruction or direction from a member of staff, racist remarks/comments, bullying

Red zone: Severe unkind behaviour such as: physical assault and verbal abuse. Unsafe behaviour and severe disruption to learning.

In general the class teachers will deal with negative behaviour, but if the student persists then s/he may be sent to on call for a period of time. Whilst in yellow zone they will miss their next available playtime. In orange zone they will miss the next available playtime and 15 minutes at lunchtime. Mr Lyall is always involved with high level negative behaviour. A phone call home will be made to parents/carers if a student's name is placed in the **RED** zone. All incidents of negative behaviour are recorded on CPOMS daily.

If a student's behaviour is becoming a concern due to their name regularly appearing in YELLOW or ORANGE zone a behavioural referral will be made by the class teacher to Mr Lyall.

We are confident that the students at Oasis Academy Nunsthorpe respond well to the behaviour system. Most students behave extremely well in and out of the Academy and are a credit to the Academy and their parents/carers, and we will do all we can to help and encourage those few students who find it a little more difficult to behave in an acceptable way. Everyone wishes the very best for all the students and they deserve to be able to learn in a calm environment without others disrupting the teaching and learning. By working together we can ensure that every student does as well as s/he can and leaves Oasis Academy Nunsthorpe well prepared for life at secondary school and beyond.

The zone posters clarify what behaviour may lead to a student's name being placed in each colour zone.

Why Positive Behaviour Management?

We believe that students respond best to praise and encouragement. We must try to find every opportunity to praise students when they are showing appropriate behaviour. Students learn by example. Staff and parents/carers have a responsibility to setting a good example as well as ensuring that the rules are followed. Students have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the students feel safer and therefore less anxious, therefore reducing exhibitions of inappropriate behaviour choices.

INTRODUCTION: "I" statements put the focus and responsibility on the communicator. Thus, they are a lot less likely to be resented. Unlike "You" statements, which put the receiver of the communication on the defensive, "I" statements are a way to convey your message without immediately alienating your listener. "I" statements do not guarantee success, but they are your best chance of getting your message heard. If the person is open to considering your needs and wants, they will be much more likely to do so if you use "I" messages than if you use "You" or blaming messages. SIMPLY, they increase your odds of being heard. Make statements NOT accusations.

I - Statements have three parts

1. **Emotion: "I feel …"** (state your emotion): it is a self-disclosure, referring to "I" and it expresses a feeling.
   a) The emotion or feeling must be expressed by saying, "I feel …"
      - "I feel like …" is not a statement of emotion
      - "I feel like you …" is not a statement of emotion
      - "You make me feel …" blames the other for your emotion
      - "It makes me feel …" blames "it" for your emotion
2. **Behaviour: "When you …"** (describe their behaviour or under what conditions you feel this way)
   a) Describe the other person's observable behaviour or describe the conditions that are related to your feelings
   b) State the facts objectively without opinions, assumptions, criticisms, commanding, threatening, judging, ultimatums, mind-reading, ultimatums, mind-reading or other behaviours that create defensiveness
3. **Why: "Because …"** (explain why those conditions or their behaviour cause you to feel this way)
   a) Explain why you feel this emotion when the other person does that behaviour or when you are under these conditions
   b) The reason why you feel the way you do is often due to one or more of the following:
      - How you interpret their behaviour (intent or meaning)
      - The tangible & concrete effect their behaviour has on you, them or others (do not repeat your feelings)

Benefits of I – Statements

1. Avoids blaming others for your emotions
2. Accurate and less hostile way to express a feeling or an emotion you are experiencing
3. Most appropriate way to inform someone that their behaviour is causing a problem
4. Minimises making the other person feel guilty, put-down & resentful

Restorative Justice Questions

1) What happened?
2) What were you thinking about at the time?
3) What have your thoughts been since the incident?
4) Who do you think has been affected by your actions? In what way were they affected?
5) What do you need to do to make things right?

Promoting Positive Behaviours:

It is important as adults within the Academy we model the kinds of behaviour that we expect from students in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is important to deal with this in a low key manner to avoid escalating the problem further. Always allow appropriate de-escalation time where necessary.

Be Aware of Yourself
When dealing with disruptive incidents, consider the following:

- Your position in class

- Your proximity to disruptive students

- Your facial expression

- Your tone of voice

- Your posture

- Your choice of words

- The use of eye contact

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?

Effective routines for classroom organisation
- Transition between and within lessons by clarifying expectations and having set routines (e.g. 1/2/3, chants, songs, call and 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

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 in the Appendices

Personal Support Plans (PSPs)

PSPs 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. They can last between 4 and 8 weeks and are written in collaboration with pupils, parents and staff. PSPs are structured in the following format:

Structure	Content
Overview	Pupil details, know triggers, staff involved, SEND needs
Rewards and Sanctions	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger)
Targets	Based on the above modification and set with clear measurable criteria
Support	Additional internal support agreed (e.g. Play Therapy, Thrive groupings)
Trigger Agreed	Actions agreed if behaviour escalates in the PSP period
Meeting Minutes	Sections to structure meetings between stakeholders and pupils in the PSP period

Individual Provision Maps (IPMs)

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 these children a PSP may have been unsuccessful and, in this case, a behaviour IPM is initiated and the child is entered onto the SEND register. PSPs are structured in the following format

Structure	Content
Overview	Pupil details, know triggers, staff involved, SEND needs
Historical Data	An overview of the pupil's previous behaviour journey to help set the context and guide the meeting. This will include a breakdown of their behaviour record and any other relevant anecdotal evidence from all parties
Detailed personal behaviour overview	Using the stages of behaviour (anxious, defensive, crisis, recovery, depression, debrief) the personal behaviours exhibited are outlined. Helpful and unhelpful strategies are then added next to each one to focus in on how best to support the pupil
Pupil, parent and academy voice	This is an additional platform to allow all parties to add anything in here that they feel has not already been covered in the sections above
Rewards and Sanctions	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger)
Support	Now we are at IPM stage additional external support will be sought. This may include Educational Psychologist support, PRU outreach team, Family Support worker etc. Other internal support may also be included here: Thrive, Play Therapy, Restorative Justice
Mentor	A member of the leadership team will be names as a mentor for the student: this will include a Monday morning check in and a 15-30minute pastoral review session each week.
Targets	Based on the above modification and set with clear measurable criteria
Trigger Agreed	Actions agreed if behaviour escalates in the IPM period

Meeting Minutes	Sections to structure meetings between stakeholders and pupils at each half term

How we manage behaviour at break and lunchtimes

Our playground rules are

- Be honest
- Be respectful
- Be a learner
- Be generous

When a child is disrupting or choosing poor playground behaviours the sanctions are as follows;

Unacceptable Behaviour: Yellow Zone
- Warning

Repeated unacceptable behaviour: Orange Zone
- Time out

Key unaccceptable behaviour: Red Zone
- Recorded on CPOMS
- Mr Lyall informed

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 (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 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 behaviour lead will work with the Prefect team to development peer coaching on behaviour. 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:
	   o Monitoring Standards Team
	   o Directory of Best Practice
	   o 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, we 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 and Thrive 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.
Restorative practice	Staff and children involved 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.

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 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