March 2022
OAB Behaviour for Learning Policy

Last Updated: 4/03/22

Localised Academy Version: 1.1

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

OAB, 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 relational approach to 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

An overview of research underpinning the Behaviour for Learning Policy

The OAB localised policy builds from the OCL curriculum integrating the 3 C's, character, competence, and community and incorporates the drivers for inclusion, equality, relationships using TIP and ACES supported by the most up to date information and research into behaviour, character development and knowledge to ensure we are developing the soft skills.

Shares opportunity to accelerate relational practice, decrease disproportionate punishment and fully introduce restorative, informed and coaching led culture.	Identifying the best way to teach curriculum and healthy behaviours, differentiating for discipline for a fully inclusive school.	Developmental approaches to behaviour to support the TIP and relationship practice the trust would like to adapt	Research in to the effects trauma has on the body and how individual's carry trauma when it is not supported effectively

TIP AND ACES → **GROWTH MINDSET** → **METACOGNITION AND LINKS TO BEHAVIOUR** → **FLOURISH** → **TEAM AROUND THE CHILD AND SCRIPTING CONVERSATIONS**

Behaviour for learning relational approach

A '**relational approach**' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation, and humility. There are a wide range of **relational approaches**, each of which caters to a different situation.

The Oasis Education Charter

Ethos + **Learning** + **People** + **Purpose** + **Inclusion** + **Curriculum**

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	**Harmonious climate for learning where all young people can flourish and thrive.**
2	**Personal Development Curriculum** (Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3	**Academy Behaviour Systems, Structures and Routines**	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, **consistently** and in line with the vision and values	
4	**Behaviour Training and Professional Development for staff**	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	

LEVER 1: ACADEMY VISION AND VALUES

Character Education at OAB

At **Oasis Academy Broadoak,** our curriculum is built around the development of the 9 Oasis Habits which incorporate all the essential characteristics we believe our pupils require to lead happy, successful lives. Our pupils are encouraged to develop their character and behaviour by learning about the 9 Habits, reflecting on their own character, and recognising character strengths and deficits in others.

Teachers ensure these 9 Habits 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 habit.

Our School Vision is: **Working hard, aiming high and having fun together**

Being part of the Oasis family of Academies, the overarching vision of our Academy is to provide 'Exceptional Education at the Heart of the Community'. We want to ensure that all of our young people, whatever their starting points or background, get the education they deserve - and they deserve nothing less than exceptional.

We are ambitious for our children and for our Academy.

As a school community we want our children to have learning at their heart and have teachers who ignite their curiosity – together developing a love and independence for learning through a broad, relevant and active curriculum. They have a right to an aspiration and a sense of self-worth that comes from achievement and challenge, leading to outstanding progress so that they have all the skills they need for the next stage of their life.

Our Academy ethos is firmly rooted in our values, with a shared responsibility for our own learning and choices' the foundation of everything we do. As part of the Oasis Community Learning family, we promote the Oasis Ethos and our pupils benefit from an unwavering belief fully integrated into academy life.

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

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of pupil behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other. (See Appendix D)

At Oasis Academy Broadoak, 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 OAB

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

1. The 'taught' character curriculum:
   - CEIAG (careers education, information, advice, and guidance)
   - PSHCE (physical, social, health and cultural education)
   - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
   - Extra-curricular programme (e.g. before- and after-school clubs)

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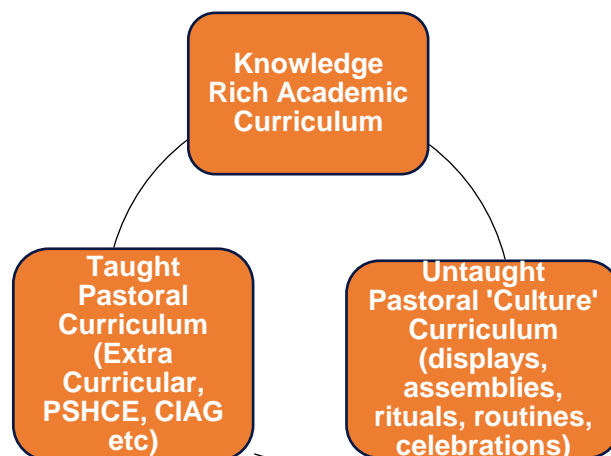
OAB Curriculum Overview

"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.
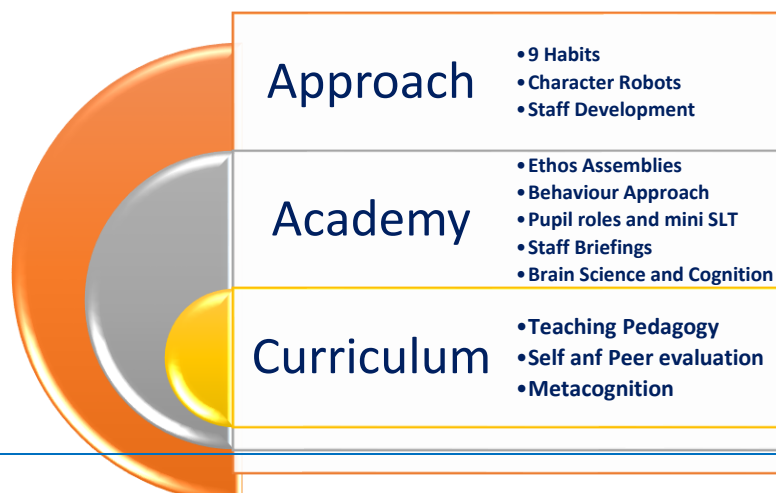

Extra Curriculum Provision: We are incredibly proud of our extra-curricular offer for our children.
Sports: football, netball, hockey, tag-rugby, curling, rounders, cross-country, street dance, Zumba, athletics, boxing, gymnastics, fencing, basketball, adventure games, lacrosse, volleyball, boccia, circuit training
Groups: Super Singers, Crafty Kids, Nature Detectives, Funky Fact Finders, TT Rockstars, Baking
Before school care: nurture breakfast, pastoral boxing, breakfast club.

Our cultural promise:

We want to ensure our children have the very best opportunities at Broadoak – see our 101 things to do before you're 11 ¾!
101_opportunities_at_Broadoak_(007).pdf
(oasisacademybroadoak.org)

Approach	• 9 Habits • Character Robots • Staff Development
Academy	• Ethos Assemblies • Behaviour Approach • Pupil roles and mini SLT • Staff Briefings • Brain Science and Cognition
Curriculum	• Teaching Pedagogy • Self anf Peer evaluation • Metacognition

LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

How we manage behaviour at Oasis Academy Broadoak

- All classes from Early Years to Year 6 use a 'Going for Gold' board.
- All children start the day on green and can move up on to silver and gold for showing excellent behaviour. Anyone on gold at the end of the day will be rewarded with a notification in MCAS.
- Pupils can also move on to amber and then red for the opposite reason (see sanctions for more detail).
- Once in red, it may be appropriate to allow the pupil some time to reflect on their behaviour or de-escalate the situation by removing the child to a neighbouring class for 10 minutes.
- Children who repeatedly end on silver and gold have the opportunity to win learning champion and half term superstar.
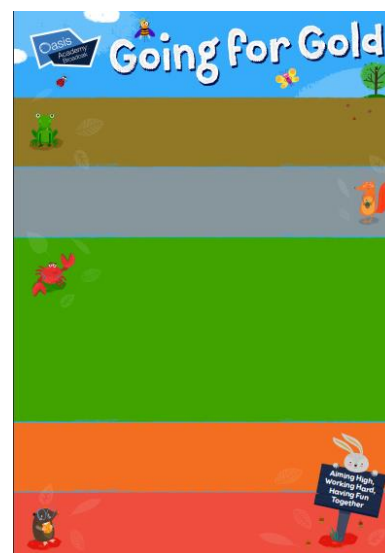
Behaviour Rewards

1. All staff offer **positive and specific praise** for all children on a consistent basis.
2. Each week up to three pupils from each class is nominated for their contribution to character and awarded a **Learning Champion award** they earn a gold sticker from Mrs Lomas presented in assembly with parents and carers.
3. Each half term, one pupil is nominated for an overall **Superstar award:** this pupil may have achieved learning champion multiple times they get a special sticker presented in assembly with parents and carers and a special pizza lunch with members of ALT.
4. Outstanding work awards are given to children who have shown fantastic learning behaviours and produced outstanding work in class, this is logged on Bromcom and parents/carers are notified through MCAS.
5. Children are **rewarded by the class teacher for finishing the day on gold and receive a gold sticker.** Parents are also notified via MCAS following the gold award being recorded on Bromcom.

Additional Rewards

1. For good learning behaviours in reading children can work their way through the reading badge system.
2. For good learning behaviours in maths children can work their way through the times table challenge awards and receive certificates.
3. 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.

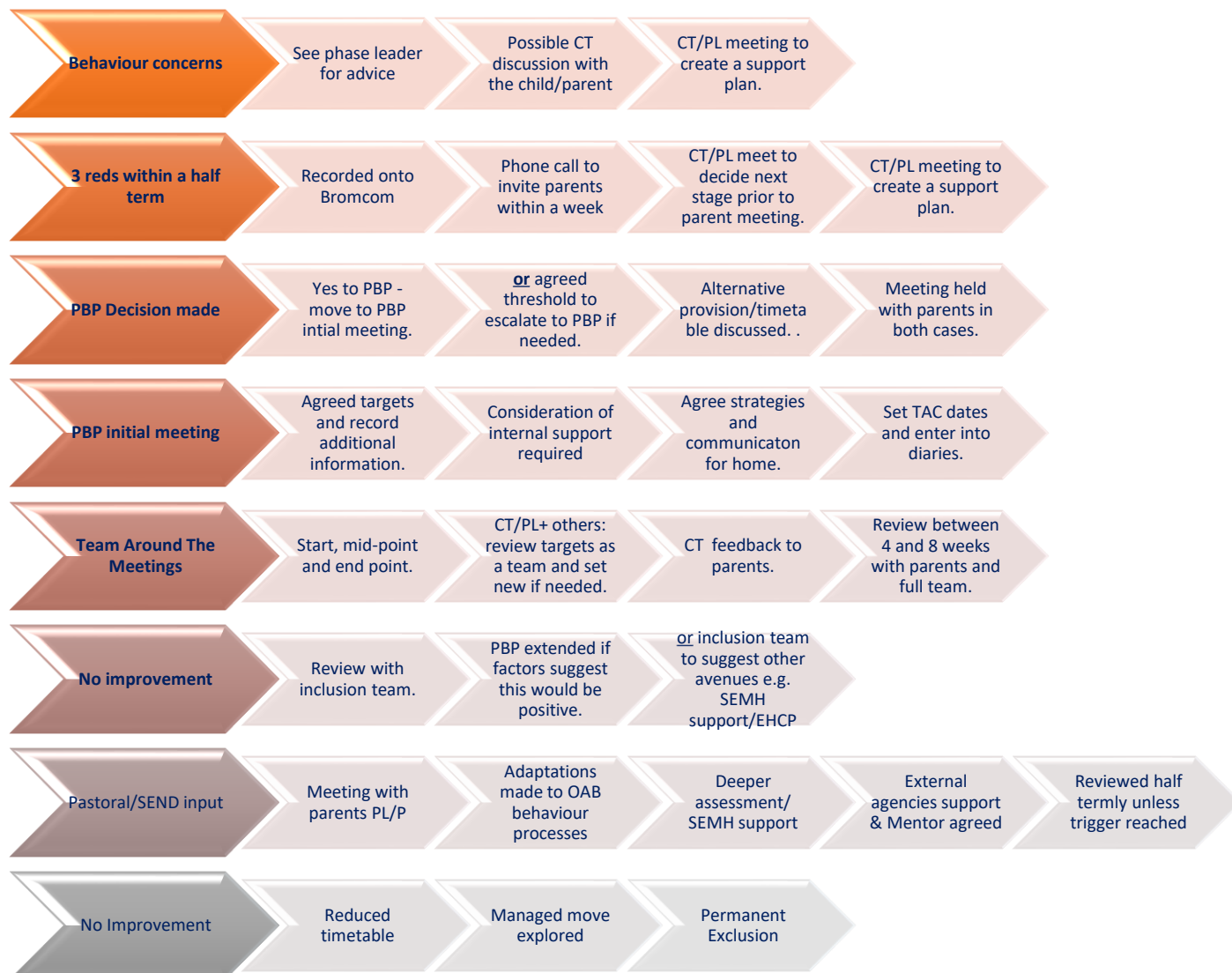### When behaviour is unacceptable and disrupting learning:

1. The child will be given a clear non-verbal warning and chance to self-correct.
2. If the behaviour continues, the child will be given a clear verbal warning and given chance to self-correct.
3. If the behaviour continues, their name is moved to amber.
4. If the behaviour continues, the child will be given a clear verbal warning for **red**.
5. If the behaviour continues, their name is moved to **red**.
6. If the behaviour continues and it is deemed appropriate a pupil may be removed to a neighbouring class for 10 minutes at this stage or another appropriate space for time out to regulate.
7. If the teacher is concerned that too much time is spent in **red** and behaviour is not showing improvement then the Phase Leader is informed and a decision is made as to whether a PBP should be put into place.

Our Key Unacceptable Behaviours (which have consequences beyond the going for gold board) are:

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

These result in removal away from peers as an internal exclusion. Depending on the severity of the incident, the intent of the pupil and remorse shown, this can vary between ½ and two days. It involves working through age related materials in core subjects, including breaks to practice self-regulation techniques and reflect.

The Behaviour Escalation Process

Behaviour concerns	See phase leader for advice	Possible CT discussion with the child/parent	CT/PL meeting to create a support plan.	
3 reds within a half term	Recorded onto Bromcom	Phone call to invite parents within a week	CT/PL meet to decide next stage prior to parent meeting.	CT/PL meeting to create a support plan.
PBP Decision made	Yes to PBP - move to PBP intial meeting.	**or** agreed threshold to escalate to PBP if needed.	Alternative provision/timetable discussed. .	Meeting held with parents in both cases.
PBP initial meeting	Agreed targets and record additional information.	Consideration of internal support required	Agree strategies and communicaton for home.	Set TAC dates and enter into diaries.
Team Around The Meetings	Start, mid-point and end point.	CT/PL+ others: review targets as a team and set new if needed.	CT feedback to parents.	Review between 4 and 8 weeks with parents and full team.
No improvement	Review with inclusion team.	PBP extended if factors suggest this would be positive.	or inclusion team to suggest other avenues e.g. SEMH support/EHCP	
Pastoral/SEND input	Meeting with parents PL/P	Adaptations made to OAB behaviour processes	Deeper assessment/ SEMH support	External agencies support & Mentor agreed	Reviewed half termly unless trigger reached
No Improvement	Reduced timetable	Managed move explored	Permanent Exclusion	

Scripting responses

Scripting is an important aspect of relational development and will support conversations with individual pupils. A CPD session has been developed to support the introduction and implementation of scripting to the academy. Scripting can diffuse and redirect dysregulation.

- Scripting is a coaching tool that enables us to consider the way in which we want to say something to a child. Conversations regarding behaviour can be managed in a formal more structured manner or they may be shorter more on the run conversations.
- Scripting a conversation helps to ensure that a child can move forward with a particular goal or issue. It may be something you make notes about, fully script or consider in your head before having the conversation. Scripting a conversation (especially after an incident once a child is regulated) allows us to choose particular words and examples to relay our message more effectively.The process of scripting (even if just making rough notes) allows us time to regulate and really consider if we are in a calm enough state to deal with the issue.
- Scripting prevents waffling and ensures we are getting to the point in a precise way.
- It allows us to ask questions regarding a child's behaviour to spot trends or consider triggers.
- It allows the teacher or staff member to remain in control of the situation.

- When a child discusses their behaviour with an adult, there is a teaching point that can be made. If an adult has not considered what they wish to say – the teaching point could be lost on the child.
- It allows the child to feel understood and empathised with, whilst ensuring they understand the behaviour in question was not acceptable.
- It allows for examples and experience relating to behaviour – potential for children to practice saying something or acting a certain way if the trigger reoccurs.
- It gives children the opportunity to discuss their feelings, emotions, and reasons – all valid to themselves even if unacceptable.
- It gives children time to pause, to think about the behaviour and make informed choices, feel in control.

Staff training resources are available in the support channel.
Scripting resources

Personal Behaviour Plans (PBPs)

PBPs are used for when repeated negative behaviours occur for a pupil and the consequences of the Going for Gold 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. PBPs are structured in the following format:
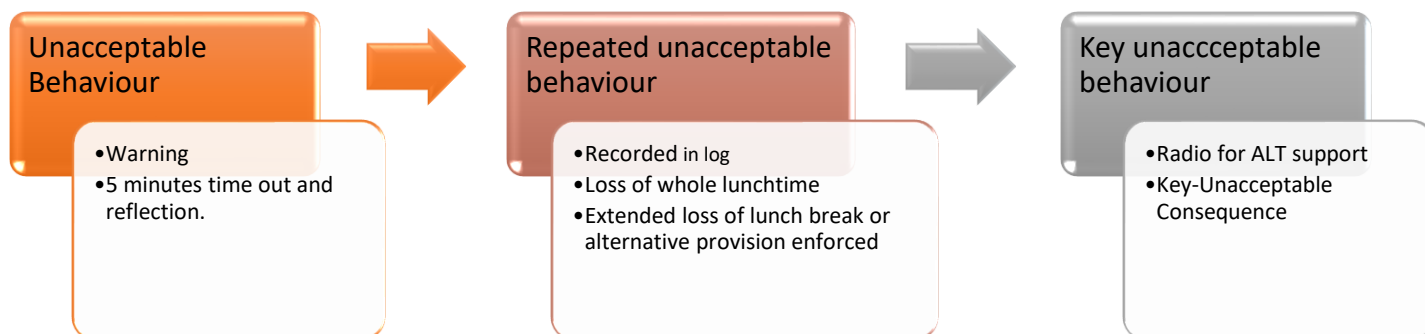
Structure	Content
Overview	Pupil details, know triggers, staff involved, SEND needs
Rewards and Sanctions	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger).
Targets	Based on the above modification and set with clear measurable criteria.
Support	Additional internal support agreed (e.g. Play Therapy, pastoral groupings)
Trigger Agreed	Actions agreed if behaviour escalates in the PBP period
Meeting Minutes	Sections to structure meetings between stakeholders and pupils in the PBP period

How we manage behaviour at break and lunchtimes

Our playground rules are
- We are honest
- We are gentle and care for the playground
- We listen and play well with others
- We are kind and helpful

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

Unacceptable Behaviour
- Warning
- 5 minutes time out and reflection.

→

Repeated unacceptable behaviour
- Recorded in log
- Loss of whole lunchtime
- Extended loss of lunch break or alternative provision enforced

→

Key unaccceptable behaviour
- Radio for ALT support
- Key-Unacceptable Consequence

Pupil Representation

As part of the holistic offer, every child at Oasis Academy Broadoak will have the opportunity to 'be a student leader or mentor'. To ensure children have opportunities to do this in different areas of the curriculum over time we have designed a pupil representation model. In having a model which is consistent across setting this means we can build this fully into the curriculum themes and means children have the opportunity to represent themselves and their academy regionally and nationally, further developing their sense of community and building cultural capital.
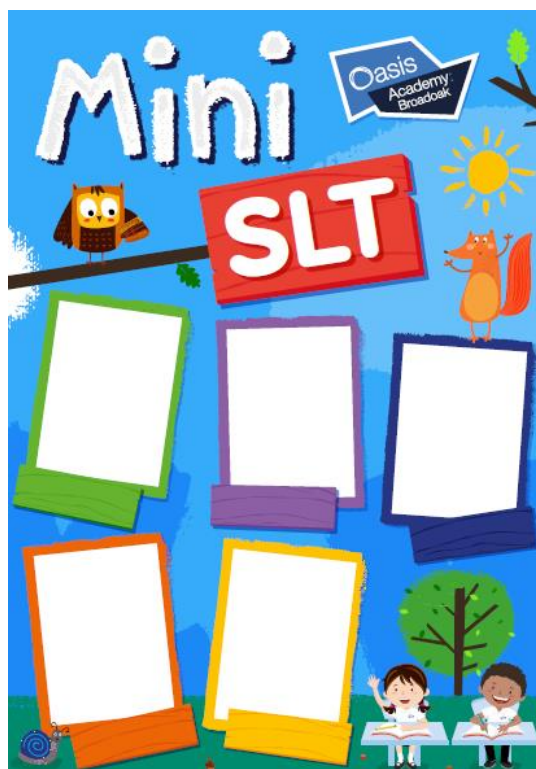
Class MP	Well-being Champion	9 Habits Champion
Representing the pupil voice from their class and sharing ideas at meetings in order to implement change across the academy.	Train as 'Mental Health Champions' and provide support for their peers. Be a support for lunchtime supervisors. Ensuring everyone is happy in and around the academy and helping if they are not.	Being responsible for promoting the focus habit in class and around the academy. Being an excellent role model and displaying and spotting the 9 habits at all times.
Eco Warriors	**Sports Ambassadors**	**Mini SLT**
Working with our Forest schools lead to develop the forest school areas and make the academy a more eco friendly place.	Working with the PE lead to help organise sports competitions, reporting on sports competitions in assemblies and leading sports activities during lunch times.	Supporting the academy SLT in delivering assemblies, showing around visitors, interviewing candidates for job vacancies and being super role models in the academy.

Behaviour in and around the Academy

Areas/Times	Direction
• corridors, • dining areas, • playground/yard, • entry to the building and classrooms from break times, • entry and exit from assemblies	Adults are always around to supervise children along with mini SLT to support.
• transitions between classrooms	Adults with children reiterate walking in a straight line, single file and not talking.
• on educational trips – including coach travel, pavement walking, visiting museums/other places of interest, • with visitors	All staff working with children constantly reinforce (through briefings before events) the importance of how to represent themselves and the academy and Oasis. Positive feedback is shared in assemblies and staff briefings to reiterate his.

Effective routines for classroom organisation

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

Expectations of behaviour during learning

- use praise appropriately and reinforce the Academy's rewards system
- use imperative language (e.g. thank you for sitting down)
- challenge unsatisfactory behaviour
- keeping a peripheral vision of the whole class
- provide students with clear choices about their behaviour
- deal with student behaviour consistently/fairly
- consciously use body language to display authority and confidence
- time activities for the students
- give regular description positive feedback on student behaviour
- use a calm and modulated voice
- clarity about how different strategies for learning are managed
- use of non-verbal signs to stop
- tactical ignoring

De-escalation and diffusion strategies

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

- using non-verbal cues
- allowing adequate personal space
- using active listening
- 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

Oasis 9 Habits De-escalation Tool

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

Anti-bullying guidance

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an **imbalance** of power. Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic,
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the Oasis Zone through the Policy Portal.

Support for students

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

- The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Roles and responsibilities

The National Directors	The Monitoring and Standards Team evaluate the impact of the academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
The Regional Director	The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation
The Principal	The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
The Behaviour Lead	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the academy and monitoring the behaviour of individuals on PSPs. The 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

Bromcom: using the expertise of technology to be behaviour experts
Bromcom is used to record all positive and negative behaviour.

Positive rewards are recorded for each individual child and end of day individual awards can also be recorded which will alert parents through MCAS.

All events that are to be reported on are recorded.

		Maintenance – Events						
Name	Description	Start Date	Adjustment	Text Required	Outcome Required	Protected	Event Type	Event Category
Compassionate	9 Habits Compassionate	22/06/2021	1	No	No	Yes	9_Habits	Positive
Considerate	9 Habits Considerate	22/06/2021	1	No	No	Yes	9_Habits	Positive
Forgiving	9 Habits Forgiving	22/06/2021	1	No	No	Yes	9_Habits	Positive
Honest	9 Habits Honest	22/06/2021	1	No	No	Yes	9_Habits	Positive
Hopeful	9 Habits Hopeful	22/06/2021	1	No	No	Yes	9_Habits	Positive
Humble	9 Habits Humble	22/06/2021	1	No	No	Yes	9_Habits	Positive
Joyful	9 Habits Joyful	22/06/2021	1	No	No	Yes	9_Habits	Positive
Patient	9 Habits Patient	22/06/2021	1	No	No	Yes	9_Habits	Positive
Self-controlled	9 Habits Self-controlled	22/06/2021	1	No	No	Yes	9_Habits	Positive
Weekly_attendance	100% Attendance Weekly	22/06/2021	1	No	No	Yes	Attendance	Toolbox Category
C1_Age-based_discrimination	Category 1_Age-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Caste-based_discrimination	Category 1_Caste-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Gender-based_discrimination	Category 1_Gender-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Harmful_Sexual_Behaviour	Category 1_Harmful_Sexual_Behaviour	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Non-Religious-based_discrimination	Category 1_Non-Religious-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Other_discrimination	Category 1_Other_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Pregnancy-maternity-based_discriminatic	Category 1_Pregnancy-maternity-based_discriminatic	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Race-based_discrimination	Category 1_Race-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Religious-based_discrimination	Category 1_Religious-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Sexuality-based_discrimination	Category 1_Sexuality-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C1_Trans-based_discrimination	Category 1_Trans-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sx	Negative
C2_Age-based_discrimination	Category 2_Age-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Caste-based_discrimination	Category 2_Caste-based_discrimination	22/06/2021	-2	Yes	No	Yes	Cat2Dis_Sx	Toolbox Category
C2_Gender-based_discrimination	Category 2_Gender-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Harmful_Sexual_Behaviour	Category 2_Harmful_Sexual_Behaviour	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Non-Religious-based_discrimination	Category 2_Non-Religious-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Other_discrimination	Category 2_Other_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Pregnancy-Maternity-based_discriminatic	Category 2 Pregnancy-Maternity-based_discriminatio	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Race-based_discrimination	Category 2_Race-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Religious-based_discrimination	Category 2_Religious-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Sexuality-based_discrimination	Category 2_Sexuality-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
C2_Trans-based_discrimination	Category 2_Trans-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sx	Toolbox Category
Other_Negative	Other Negative	22/06/2021	-1	No	Yes	Yes	Other	Toolbox Category
Other_Positive	Other Positive	22/06/2021	1	No	Yes	Yes	Other	Toolbox Category
No_iPad	No iPad	22/06/2021	-1	No	No	Yes	Uniform_Eq	Toolbox Category
No_PE_Kit	No PE kit for PE lesson	22/06/2021	-1	No	No	Yes	Uniform_Eq	Toolbox Category
Uniform_Infringement	Uniform Infringement	22/06/2021	-1	No	No	Yes	Uniform_Eq	Toolbox Category

Negative Pathways have been created in line with the protected characteristics

Discriminatory Events

All incidents that occur which are linked to the protected characteristics are to be recorded on Bromcom. They will be categorised as either 1,2 or 3. There will be guidance linked to Bromcom which will guide the individual to categorise correctly. If a category 1 status is allocated, then an outcome is triggered. Emails are sent to the teacher the pupil is allocated to in class, phase lead and ALT.

9 Habits	•9 Habit Point (Seperate for each habit)
Out-of-class	•Positive Out-of-class behaviour •Negative Out-of-class behaviour
Key Unacceptable	•Bullying •Low level behaviour (class teacher) •Mid level behaviour (phase leader) •High level behaviour (ALT)
Harmful Sexual Behaviour	•Harmful Sexual Behaviour Category 1 •Harmful Sexual Behaviour Category 2
Discriminatory Behaviour	•Gender-based discrimination Category 1 •Gender-based discrimination Category 2 •Race--based discrimination Category 1 •Race--based discrimination Category 2 •Caste-based discrimination Category 1 •Caste-based discrimination Category 2 •Age-based discrimination Category 1 •Age-based discrimination Category 2 •Trans-based discrimination Category 1 •Trans-based discrimination Category 2 •Religious-based discrimination Category 1 •Religious-based discrimination Category 2 •Non-Religion-based discrimination Category 1 •Non-Religion-based discrimination Category 2 •Sexuality-based discrimination Category 1 •Sexuality-based discrimination Category 2 •Pregnancy/Maternity-based discrimination Category 1 •Pregnancy/Maternity-based discrimination Category 2 •Other discrimination Category 1 •Other discrimination Category 2
Uniform	•Uniform Infringement •No PE kit for PE lesson
Other	•Other – negative •Other – positive

Discriminatory Incidents:

It is not possible to create a definitive list that describes discriminatory incidents completely, **it requires a degree of professional judgement and interpretation**. However, the categories below are designed to be used to interpret discrimination based on the protective characteristics of:

Gender	**Sexual Identity**
Race	**Transgender/Gender Diversity**
Ethnicity	**Religious Affiliation (or not)**

In general:

Category 1: Issues will be logged on Bromcom and CPOMS and dealt with through in-house interventions.

Category 2: Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners

Category 3: Issues are logged on CPOMS and referred for specialist intervention supported by the Academy

Category 1:
Recorded on BROMCOM
General single incidents of Cat 1 issues.
Including but not limited to:
- Verbal abuse like name-calling and offensive jokes*
- Abusive phone or text messages, hate mail*
- Online abuse*
- Harassment
- Bullying or intimidation
- Threats of violence
- Displaying or circulating discriminatory literature or posters
- Graffiti containing hate messages
- Damage to property
- Harmful sexual behaviour

Category 2:
Recorded on BROMCOM and discussed safeguarding implications with the DSL, recorded on CPOMS as a safeguarding issue
Two or more (*with professional judgment this may be more than 2 incidents) Cat 1 incidents, or single incidents of Cat 2 issues.
Including but not limited to:
- Assaults - such as hitting, punching, pushing, spitting
- Destroying property e.g. ripping clothes, destroying books
- Harassment
- Sexual Harassment
- Enduring, reoccurring online abuse for example on social media and email
- Theft
- Inciting group harassment

Category 3:
Recorded on CPOMS as a safeguarding incident.

Including but not limited to:
- Sexual Assault
- Grievous bodily harm
- Incidents that occur only in the 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 Evaluation 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. Engage with expert/specialist training where necessary on the following areas: • ACES • Relational Approaches to Behaviour • Mental Health First Aid for pastoral leaders • Managing an investigation of an incident • Restorative justice/mediation • Physical intervention training • Attendance systems/structures • Reintegration following fixed term exclusions • Effectively issuing a report/tracker • Impactful parent meetings • Multi-agency meetings • Managing grief • Managing self-harm • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity LGBTQ empowerment
De-escalation & Diffusion	Engaging with positive handling training as necessary. Scripting Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.

Horizons

Every student will be provided with an iPad as part of the Horizons project. The project supports the vision of equal opportunities for all by ensuring equality of access to technology and the resources and knowledge that it facilitates.

The device remains the property of Oasis Community Learning at all times. All users must adhere to the rules around appropriate usage. Failure to do so may result in the device being confiscated or, in some cases, further consequences being imposed.

Issuing

- In order to get a device, a student must sign a Home Use agreement. If they are unwilling to sign, the device will not be issued to them.
- In order for the device to be allowed home, the agreement must also be signed by the parent/carer.
- The device remains in the care of the authorised user until they are required to return it. The return of the device can be requested at any time.

Using the Device

- Students are allowed to configure and customise the device as if it were their own, on the understanding that the exterior surfaces of the device and case are maintained in the same condition as when issued to them.
- Students must bring their device, charger and headphones into the Academy every day ensuring that it is fully charged. Failure to do so affects students' learning opportunities and is disruptive for teachers supervising classes.
- Headphones should be wired; air pods are not permitted as they can be used wirelessly in ways that may disrupt learning.
- All students must bring their device to school fully charged. However, opportunities to recharge devices will be provided for those occasions when a lesson activity drains the battery or for older devices.
- There are no spare devices so they will need to work on paper for the day. Parents/carers may also be called and asked to bring the device to the Academy.
- The device will connect automatically to the Academy's Wi-Fi. Students are free to use their own Wi-Fi when at home.
- They are free to use the device at home as if it were their own, subject to the rules around appropriate usage. They can therefore use the device to follow personal interests outside of the Academy.

Online Safety

- Restrictions to certain internet sites will be restricted in line with the behaviour and E-Safety polices of Oasis Community Learning.

- IT Services will deploy security and web filtering software to the devices to ensure that internet access is conducted in a safe manner and users are protected from accessing inappropriate content. Filtering is in place whenever the device is used, whether it is in the Academy or in the user's home.

- The Academy is alerted at any time inappropriate or dangerous activity is detected. Students must be aware of this understand that consequences may be imposed if warranted.

- However, the Academy still requires parents and carers to supervise the safe usage of their child's device. We cannot be held responsible for any activity users partake in on the device whilst at home. We suggest that parents ask their child to keep the device downstairs at bedtime – an ideal opportunity too for the device to be charged overnight.

- All staff, students and parents/carers will be encouraged to download the Safer Schools App – a resource providing up to date advice and support on safe digital use.

- PSHE sessions and assemblies will also cover on-line safety at regular times

Keeping the Device Safe

- The device will be given to students in a rugged case. The device must be kept in this case at all times.
- Students should transport the device safely using a school bag for additional protection.
- Devices should never be left unattended – in the Academy or elsewhere.
- The Academy will provide a safe place for devices to be stored at times when they might not be needed e.g. a PE lesson
- The device remains the responsibility of the student at break and lunch. Extra care must be taken at these times to ensure that it is not damaged.
- The device is protected by a four or six digit pin number. The pin should only be known by the user and never shared with others. This pin can be remotely re-set by Oasis IT Services if forgotten by the user. When not using the device, students should ensure the case is closed to activate the passcode.
- Users may also choose to make use of the biometric fingerprint reader used to unlock the device. This is optional and the digital representation of the fingerprint is not available to Oasis or IT Services. It is stored only on the device and will be deleted when the device is returned after use.
- **Damage, Loss, and Theft**
- The devices are insured against theft or accidental damage. However, parents/carers may be invoiced for the loss or intentional damage to any device.
- Any damage to or loss of equipment (including the case and charger) must be reported to the Academy immediately. A spare will be issued if any device is faulty, accidentally damaged, or stolen.
- Any lost devices will be placed in 'Lost & Stolen' mode which prevents it being used. It also allows the location of the device to be tracked – this information may be passed on to the police.
- If a device is stolen outside of the Academy, parents/carers are required to obtain a valid
- crime number for the police in order to avoid being charged for a replacement.
- **Misuse**
- The device is a tool for learning. Therefore, access to it will never be used by the Academy as a consequence for poor behaviour unless the incident directly relates to the misuse of the device itself, another student's device or if the incident was perpetrated through the use of the device.
- Any student using the device inappropriately or failing to look after it adequately may have it taken away from them or only be able to use it whilst under staff supervision. The Academy reserves the right to prevent devices being taken home each evening if there are concerns that it is being misused whilst at home.
- In certain circumstances the Academy will also surrender a device to the police in order to assist in the detection or prevention or crime.
- Should an authorised user fail to return a device when requested e.g. when leaving the Academy, Oasis will follow up and may take legal proceedings to recover the costs of a replacement.
- Users are not permitted to take the device outside of the UK without written permission from the Principal.
- The device must be used in the classroom as directed by the teacher – students must listen to instructions and do exactly as requested, including placing the device down and closed when required. Students must not use the device when the teacher gives the instruction, "devices down".
- **Horizons – Golden Rules**
- 1. Bring device, charger and wire headphones to the Academy every day.
- 2. Ensure it is charged overnight every day.
- 3. Keep it safely stored in its case; transport it carefully in a school bag.

- 4. You are responsible for it – look after it and keep it safe. Report any loss or damage immediately.
- 5. Remember everything you do on it is tracked – only access appropriate material. The will be consequences if you choose to use it improperly.
- 6. Ensure you set the 6 digit password (and biometric fingerprint if you wish). Never leave the i-Pad unattended without closing the case.
- 7. Follow all teacher instructions on using the i-Pad in class. The words "devices down" indicates that it must be placed on the desk and left alone for that part of the lesson.
- 8. You must upload the Safer Schools App – this will give you important and regular safeguarding updates.
- 9. The i-Pad remains the property of Oasis. It must be returned whenever requested

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 intervention 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. 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

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