



**Addendum to Oasis
Academy Sholing
Behaviour for Learning
Localised Policy**

September 2020

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Addendum to Oasis Academy Sholing Behaviour for Learning Policy- September 2020

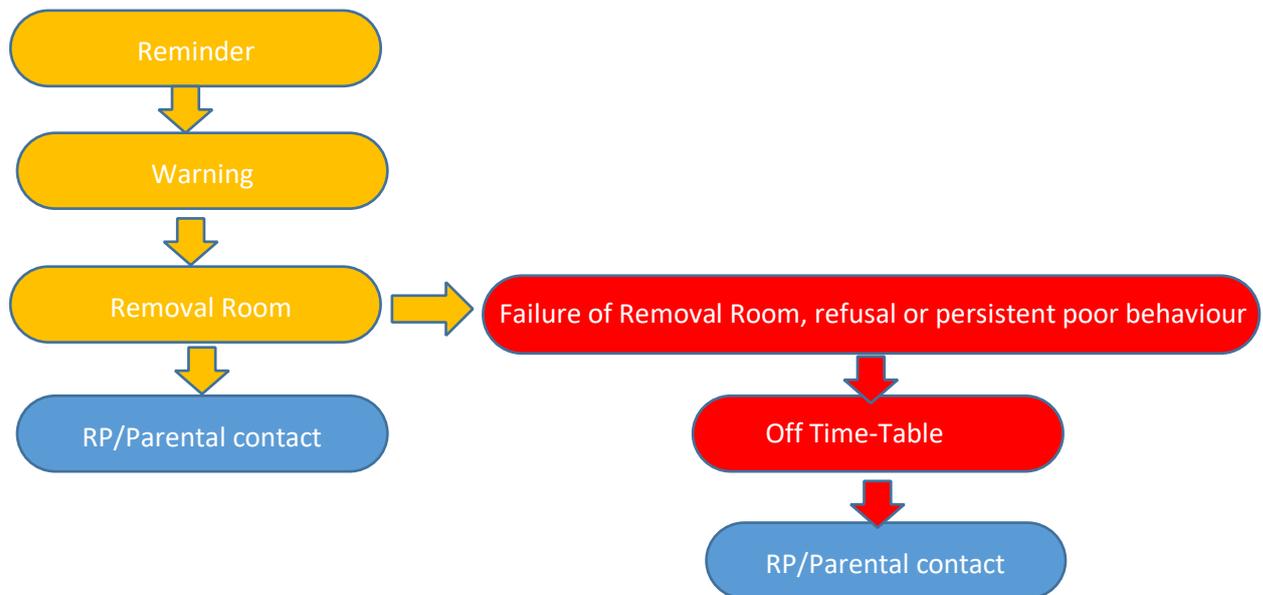
Good student behaviour and positive attitudes to learning are crucial. This addendum lists temporary changes to the main Oasis Academy Sholing Behaviour for Learning Policy surrounding following return from Covid-19 to ensure students settle back into school successfully and catch up rapidly.

- Students should walk or cycle to school where possible.
- Students should arrive no more than 10 minutes before their allocated time.
- Students are to leave the site immediately on departure.
- All students are to enter their bubble tutor groups at their allocated time, using their allocated entrance.
- Attendance matters at Sholing. All students are expected to attend, unless there is a justifiable reason that they cannot, such as sickness, religious observance etc. **Please where possible provide the academy with evidence from a medical professional for absences of 5 days or over.**
- Full uniform must be worn at all times. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.
- Bags are allowed, but students must minimise what is bought into school to essentials, such as lunch boxes, water bottles.
- All students will be provided with a face coverings to be used within the academy. This should not be worn outside the academy.
- Face coverings become an essential part of academy uniform.
- Face coverings should be worn in corridors, communal and social areas. They should also be available to be worn in classrooms if requested by a member of staff. They should be removed to eat.
- Face coverings when not worn should be kept in the sealed bag provided or lowered to your chin or neck.
- Students must clean their hands regularly, including when they arrive at school, when they return from breaks and the end of the day.
- All students must have their own equipment and not share with others. Packs will be provided for all students with all the equipment they will need in the academic day.
- Students must maintain a distance between themselves and others. There must be no physical contact with others. **Deliberate failure to follow these guidelines will lead to a fixed term exclusion.**
- Students must remain within their bubbles, minimising contact with others. Leaving their bubble and mixing with others compromises safety by increasing the risk of transmission and could lead to a fixed term exclusion.
- Any malicious or deliberate acts of attempting to transmit the virus will lead to a fixed term exclusion.
- Students will sit at their allocated work stations, facing forwards at all times. They must not leave their seat without permission from the teacher.
- Students should follow all instructions from any adult.
- Students should follow good respiratory hygiene by implementing the 'catch it, bin it, kill it' approach.
- The staff member will maintain distance from students, staying at the front of the class and at least 2 metres away from students where possible.
- During social time students must eat and socialise in their designated area. When outside it is advised where possible they maintain distance at all times.
- If a student becomes unwell in school with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell they must inform a member of staff immediately.
- Students should treat all others with care and respect.
- Students should complete all tasks set to the best of their ability.
- Students should help to keep the environment clean and safe and treat all equipment with care. Ensure that all litter goes in the bin or gets taken home.
- Students can be rewarded in the following ways – house points, praise post cards, phone calls/emails home, Tweet and post on Facebook examples of excellent work, Celebration newsletter
- At the end of each lesson, students are to tidy their work stations and wait for the next lesson to begin.
- Mobile phones are not to be used inside the academy.

Behaviour Pathways:

All students display behaviours, which show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. In all lessons, students should demonstrate positive learning attitudes and allow others to learn free from disruption.

Teachers follow a simple behaviour pathway in their classroom if a student slows the learning of others or infringe on the teachers ability to teach:



If students do not follow our positive behaviour guidance, they will:

Step 1 - Reminder – Be given a reminder of expectations. This will be repeated reminder if necessary.

Step 2 - Warning – Be given a clear verbal warning making them aware of their behaviour and clearly outlining the consequences if they continue. Students are given this opportunity to engage.

Step 3 – Removal Room - at this point the student will be referred, with work, to a pre-arranged shadow class within the bubble for the remainder of the lesson.

Step 4 – Restorative conversation - A restorative conversation will take place to give students the opportunity to put things right and contact with home will be made. Staff will record incident on BROMCOM at this point.

Step 5 – Off Time-Table - If it is felt the student needs to be removed from lessons for a day then they can be given an internal exclusion for the day within their bubble.

If a student repeatedly fails to follow the behaviour guidance then they are at severe risk of receiving a fixed term exclusion.

Oasis Academy Sholing Behaviour Model Covid-19 Return



Expectations While you are in Oasis Academy Sholing you will be expected to:		
		
<ul style="list-style-type: none"> Follow all instructions from any adult and be ready to learn. 	<ul style="list-style-type: none"> Treat all others with care and respect; speak to others how you would like to be spoken to. 	<ul style="list-style-type: none"> Use language that is caring, respectful and suitable; being polite at all times.
		
<ul style="list-style-type: none"> Be willing to learn and complete all tasks set to the best of your ability; ask if you are unsure. 	<ul style="list-style-type: none"> Help to keep the environment clean and safe and treat all equipment with care by regularly and thoroughly washing your hands. 	<ul style="list-style-type: none"> Follow social distancing guidelines (2m rule, good respiratory hygiene) to make sure that everyone is safe in school.
Rewards and Celebrations If you are an excellent model of the academy community we will:		
	<ul style="list-style-type: none"> Reward you by giving you house points, raffle tickets and certificates. Keep your parents informed of your great effort, respectful attitude, care and work by email and a text message home. Tweet and post on Facebook examples of excellent work, raffle draw winners and house point certificates. 	
Consequences If you do not follow our positive behaviour policy, you will:		
	<ul style="list-style-type: none"> Receive a verbal warning of "That behaviour does not meet the rules of keeping everybody safe" and you will have a restorative conversation about your behaviour including how that behaviour endangers others and is neither safe nor respectful. If the behaviour then continues, you will receive a short sanction and discussion with a pastoral staff member or senior leader about your choices and a phone call will be made to your parent. If a decision is made that you are unsafe on that day, your parents must collect you immediately or you will not be able to return to school during this time. 	



OAS – Behaviour for Learning Guidance – Returning

For staff:

Behaviour Scripting

We all face situations where students ‘dig their heels in’ and a confrontation can easily occur. Many staff find these times stressful and professional development in handling these occasions can have a transformative effect of relationships and behaviour management.

If initial attempts to rectify the situation fail, having a script to fall back on can be invaluable.

Speed is of the essence. The teacher needs to make their point and then get away before a negative response or confrontation can occur. The language we use is absolutely vital – positive assertion combined with emotional intelligence. One wrong word for many students can be incendiary!

Scripting works with all students, whatever their age. Remember too that students appreciate consistency and fairness. As we have seen with PAS, the more we practise a script, the more it becomes habitual and reliable. Scripting also eliminates factors such as teacher tiredness and irritability; it should remove the emotions from a situation.

The principles are straightforward:

- We are always targeting the behaviour choice, never the child.
- Avoid passing judgements – “I’ve noticed” is the key.
- The calmer we remain, the more likely students are to mirror our behaviour. A raised voice will receive a similar response.
- Begin with something positive, anything you can think of. It is much more difficult to argue with somebody who is saying something positive about you. Check that they understand the task – is the behaviour a result of not understanding?
- Address the problem you have identified and state it clearly. Avoid questions that will engage the student in discussion – the goal is simple: state the issue and give the student their choice *quickly*.
- Remind students about the rules and why you are having to address the situation.
- Issue a clear warning and threat of consequence. Remind the student they have a choice to make. State clearly but briefly what it is they must do.
- Ensure that any consequence is totally in line with your Academy’s systems – consistency is key.
- Say “Thank you” not “please” as this conveys more certainty on your part that compliance will follow. Give them a stated time in which to comply.
- Move away and give the student space and time to reflect and then follow the instruction. Standing over them and adding pressure increases the likelihood of a negative response.
- Make a point of praising or rewarding students close by who are modelling the desired behaviour.
- Monitor discreetly. If the problem persists, you will need to follow through with the consequence. Failure to do this undermines your authority and sends mixed messages to the student and others watching.
- Confidence is key. Think about your body language and positivity.

Example: Charlie has failed to start his Do Now and has been trying to distract others. Non-verbal strategies have failed to get compliance and so the teacher has to take a more direct approach.

- “Charlie – you worked really well yesterday and gave me such a good answer on Macbeth’s violence.”
- “I’ve noticed that you’re having difficulty starting this morning. Is there anything I can help you with?”
- “Good. I’m pleased you understand. No you know that all students have to do their Do Now. I can’t have you not doing it and I don’t want you to fall behind”.

- I need you to make the right choice. I'm going to give you one minute to get started otherwise I will have to give you a demerit. Let's start now. Thank you." (*And walk away...*) • "Great start, John. You're working really well".