Oasis Academy Sholing

Localised Behaviour for Learning Policy

Localised Academy Version: 2.0

This policy should be read alongside the OCL Behaviour for Learning policy, which includes more detail around the four levers from a trust perspective.

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.

Introduction

Oasis Academy Sholing (OAS), as part of Oasis Community Learning (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

Behaviour for learning

We understand, through the memory model, that distractions in the environment will impact on learning. We need to eliminate these distractions to support students in attaining their best. Thus, creating a culture of excellent behaviour for learning.

WILLINGHAM SIMPLE MODEL OF MEMORY
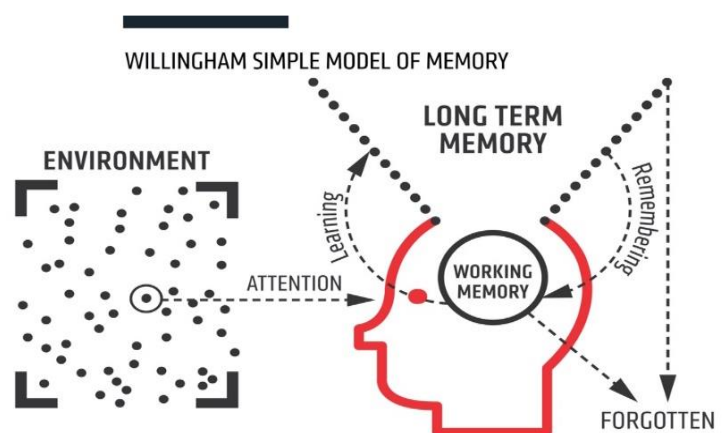
We have a responsibility to develop our students into responsible citizens which is why excellent behaviour both in and out of the classroom are important. Everyone is expected to behave in a reasonable way, take responsibility for their behaviour and to encourage others to do the same.

At Oasis Academy Sholing we believe everyone has the right to:
- Learn/teach
- Feel safe
- Be treated with respect

Key principles to excellent behaviour for learning:
- Relationships
- Consistency
- Clarity

Our school behaviour motto to achieve this is Ready; Respectful; Safe

STRIVING FOR EXCELLENCE

We are:
READY
RESPECTFUL
SAFE

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 Sholing 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** (in line with the Oasis ethos)	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** (Oasis Ethos, 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

At Oasis Academy Sholing, as part of Oasis Community Learning, we know that great behaviour and great attitudes are crucial to a successful education where every child can be allowed to thrive in the best conditions possible. Our academy vison of 'Striving for Excellence', embodies our belief that perseverance, self-discipline and determination will enable our students to succeed at the academy and beyond.

We believe that Oasis Academy Sholing celebrates success through world class aspiration and recognises the enjoyment in learning so that all are inspired to achieve.

Throughout the Academy you will see these four words:
RESPECT
AMBITION
CHALLENGE
CREATIVITY
We weave respect for all, promotion of individual ambitions, healthy challenge and freedom to be creative throughout our classrooms and corridors in all lessons and activities.

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 student 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.

LEVER 2: Personal development curriculum

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 and societies)

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 tutor time, in corridor conversations, and in signs and symbols around school. Assemblies are themed around relevant topic issues and events.

The Oasis curriculum can be summarised in the diagram below.
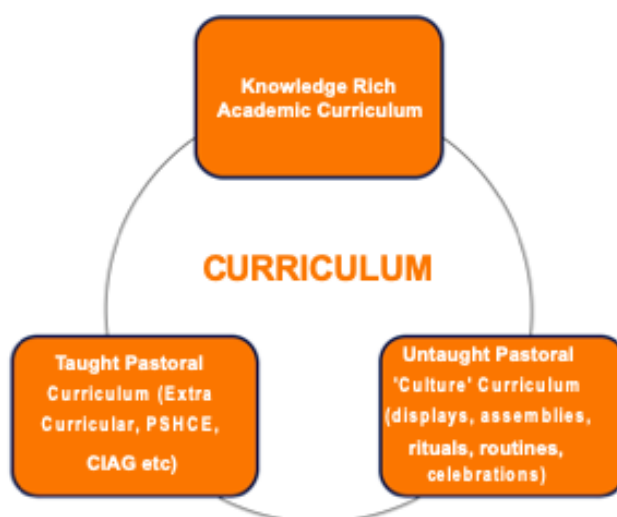
Our taught curriculum includes relevant topic areas such as growth mind-set, mental health, sex education, internet safety, cyber bullying, careers education, resilience, independence, life skills such as money management. Outside agencies, careers advisors and outside speakers also support the delivery of this taught curriculum.

Student representation

As part of the holistic offer, every child at Oasis Academy Sholing will have the opportunity to 'be a student leader or mentor'. We have leadership opportunities for our students that include being tutor representatives, prefects, head prefects, peer mentors, anti-bullying ambassadors, being part of a sports committee.

Student representation type	Job description	How to join	Academy staff link
Academy SLT	Y11 prefects	Application to Head of Year, interview/selection day where they partake in a range of activities on which they are assessed, ending in an interview with HOY and Principal	Mr Wilkinson
Anti bullying ambassadors	Led by Y11 anti bullying prefects Ambassadors – across year groups	Letter of application to tutor	Mr Cheeseman
Tutor group representatives	Representing the voice of the tutor groups.	Tutor group vote	HOYs
Peer mentors	Y11 prefects mentor the Y7 and Y8 tutor groups. Supporting with friendship issues etc.	Part of student SLT	Mr Wilkinson

LEVER 3: Academy behaviour systems, structures and routines

At Oasis Academy Sholing we believe everyone has the right to:
- Learn/teach
- Feel safe
- Be treated with respect

Key principles to excellent behaviour for learning:
- Relationships
- Consistency
- Clarity

Our school behaviour motto to achieve this is Ready; Respectful; Safe

Positive reinforcement and rewards

Oasis Academy Sholing recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

Examples include:

§ Verbal praise
§ Positive call/email to parents
§ Praise Postcards
§ Attendance awards/reward activities
§ Awards assemblies
§ Certificates
§ Celebration assemblies
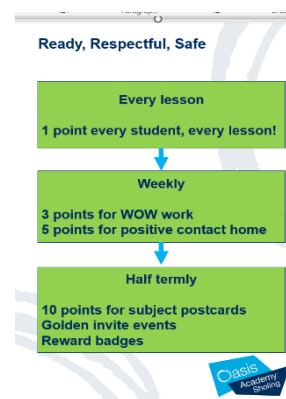
Active involvement of parents

The academy believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The academy will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

§ Text messages
§ Telephone calls
§ Request to attend meetings
§ Letters
§ Supporting students on reports
§ Reintegration meetings
§ Invitations to agency meetings
§ Follow up and routine communication

The academy uses Class Charts to log and track both negative and positive behaviour. Parents and students will be able to view this using the Class Charts app.

Ready

We want to ensure our students arrive at school ready for learning. Ready means being prepared with correct uniform and correct working equipment and attending lessons on time so learning time is not missed.

Uniform

High standards of presentation are required at all times when wearing the academy uniform. Whenever the academy uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from the academy, at which times the uniform must be worn.

- Shirts should be tucked in at all times
- Sunglasses are not permitted unless medical reasons (and a medical note has been received)
- Blazers should be worn at all times – unless in a lesson or in hot weather when the principal gives notice that blazers aren't required
- Outdoor clothing (coats, gilets etc) must not be worn in classrooms and must be removed before entry.

Uniform / Jewellery consequences:

Should a student arrive in incorrect uniform, non-uniform items will be confiscated. If appropriate parents will be contacted to bring the missing item into school or a 1-day pass will be issued. Similarly, should a student arrive wearing jewellery which is not permitted (outlined on school website), they will be asked to remove it. Failure to remove will result in them going to the IER room until they comply.

If uniform is not correct the next day students will be taken off timetable with their tutor.

Equipment

- Black pen,
- Purple pen
- Ruler
- Rubber
- Pencil
- White board pen
- Calculator
- iPad

Uniform and equipment checks will be routinely carried out by students' tutor. Students that persistently come to school without the correct equipment or incorrect uniform will receive a detention(s), go to the IER room and / or go on tutor report. The tutor and HOY will make the appropriate decision.

Horizons (Ipads)

Students need to arrive at school with a fully charged iPad. If battery dies throughout day - we have charging stations located around the school so students can charge their iPad. The student will need to take their iPad to be charged between lessons or at break/lunch, not during lessons. The member of staff with the charging station will provide the student with a card to say their iPad is being charged. Please see page 20 onwards for more information.

Mobile phone sanction

If a mobile phone is seen, heard or being used, the student will be asked to hand this over to the member of staff for confiscation:

- First offence - mobile phone will be confiscated, locked in secure filing cabinet and returned to the student at the end of the day.
- Second and all future offences – mobile phone will be confiscated, locked in secure filing cabinet and parents phoned to collect the mobile phone from the office.

Students do not need to access their mobile telephones during lessons or during the school day. Students have been issued with an iPad by the academy to support any required online learning.

Should a student refuse to hand over a mobile phone they will be issued with a detention or may be placed in IER until resolved.

Late to school / lessons

Student is late to lesson Under 5 mins	Persistent Late Detention if happens again next lesson
Student is late to lesson 5 – 15 mins	Late 10 min Detention – if fail to attend will be escalated to a Truancy 30 min detention
Student is late to lesson 15 + mins	Late 30 min Detention
Student is late to lesson 30 + mins or truants entire lesson	Late 60 / Truancy 60min Detention.

Any students who are persistently late will be added to the Senior Leadership Team (SLT) punctuality monitoring list for two weeks. During this time, they will be set a 60min SLT detention every time they are late to school. After two weeks their punctuality is reviewed and they will either be removed from the monitoring list if they have improved or there will be a continuation for a further two weeks followed by another review.

Respectful

Student behaviour

In lessons

All students arrive ready to learn. They display behaviours, which show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. Arriving for lessons on time and being equipped for learning is expected. (School bag, Ipad (charged), pencil, pen, ruler, rubber). In all classes, students should demonstrate positive learning attitudes and allow others to learn free from disruption.

Staff support

To support with excellent behaviour for learning, both in and out of the classroom, staff will endeavour to build positive relationships with students.

We will do this by:

1. Finding opportunities to interact on a one-to-one basis.
2. Gaining learning support information through Student information profiles (SIP) where appropriate.
3. Focussing on the positive, praising the students whenever possible.
4. Having and using clear processes for behaviour.

Teachers follow a simple behaviour pathway in their classroom if a student slows the learning of others or infringe on the teacher's ability to teach (see page 12)

Monitoring, support and intervention

Through the Pastoral team, the academy has staff whose role it is to support student welfare and well-being. This includes helping to make explicit the academy's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours, which give rise to concern.

The academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the

academy will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, emotional regulation needs, additional learning support, identification of Special Educational Need, additional internal provision, placement on a personal support programme, use of internal exclusion and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

Detentions

Parents are advised that in line with changes resulting from the Education Act 2011, the Academy is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the academy will make every reasonable attempt to inform parents by of detentions.

Parent and students will use the Class Charts app which will immediately inform you when a detention has been set, including the time, date and length. Students that have been issued with a detention between periods 1 – 4 will be expected to complete it on the same day. Any detention set after lunch will need to be served the following day. Students will receive a reminder during tutor time at lunch.

Ultimately, however, it is the student's responsibility to behave responsibly, and ensure they attend their detention. Failure to do so will result in their detention being escalated.

DfE behaviour in schools guidance paragraph 67

A detention outside normal school hours will be lawful if it meets the following conditions:

• the pupil is under 18 (unless the detention is during lunch break);
 • the headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and
• the detention is held at any of the following times: a) any school day where the pupil does not have permission to be absent; b) weekends during term - except a weekend during, preceding or following the half term break; or c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

Ready, Respectful, Safe

Verbal Warning 1

Make explicit: 'this is your first verbal warning that you have not met one of our expectations'.

CONSEQUENCE:
Reminded of expectations.

Verbal Warning 2

'This is your second verbal warning, you have not met one of our expectations again'.

CONSEQUENCE:
Restorative conversation with teacher.

Verbal Warning 3

'This is your third verbal warning for not meeting one of our expectations.'

CONSEQUENCES:
Removed to Head of Department or removal room, 30min detention with teacher (same day P1-P4).

Oasis Academy Sholing

A student through positive behaviour can have their second verbal warning removed and thus they would return to their first. This can only occur once in a lesson.

IER

Our internal isolation room (IER) is used when students have either:

- failed to attend a detention
- refused to be removed from their lesson
- removed from HOD by 'On call' and not successfully returned back to their lesson
- been involved in a serious incident
- been involved in an incident that is being investigated
- been removed from two different lessons in the same day
- been caught truanting more than once in a day

A day in IER runs from 8.40am to 4pm. Students will need to bring their Ipads as they will access their work online. If they fail to bring an Ipad they will be issues with a workpack. Parents will be notified by a phone call / email.

Directed off site provision (DOSP)

Our directed off site provision (DOSP) is often used when a student has

- failed IER
- persistently failed to meet school expectations
- has been involved in a more serious incident

This is usually for one / two days at a neighbouring school. If student persistently fails to meet expectations despite support, they may be placed on an extended two-week DOSP. Parents will be notified by a phone call.

Apollo

This is a minimum three-week programme which involves a package of curriculum lessons and interventions such as anger management or zones of regulation, in a small group setting. Students are referred by the Head of Year with the purpose being to support them in making the right decisions to ensure they are fulfilling their learning potential.

During the Apollo intervention students are supported and monitored by staff to discover areas of strength and development. Following this a proactive response plan is created and shared with staff at a teach meet before they return to mainstream lessons. External and internal referrals may be a part of this.

Parents are contacted prior, during and following the intervention to keep them updated on their child's progress.

Behaviour support plans (BSP)

The behaviour support plan (BSP) is used when many other approaches have been used and not had the desired outcome. This is a longer program of support (4-12 weeks) which begins with a meeting with the student and the parent to identify barriers in school and to work on solutions. Due to the severity of the situation at this stage, the student will be placed on a monitoring report for the duration of the BSP; failure on this report will result in a serious sanction which is identified at the initial meeting. The BSP will have regular review meetings involving the school, the students and the parent.

Suspensions

The removal of a student from the academy is only 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 suspensions (these cannot total more than 45 days in a school year) or other in-school measures, including regular consultation with parents, behaviour contracts, respite, use of internal exclusion, internal alternative provision or an alternative pathway to another school.

While the academy will take all reasonable steps to meet individual need and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the safety, well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the Oasis Community Learning Suspension Policy, fixed-term suspensions may be used in response to any of the following, all of which are examples of unacceptable conduct, including but not limited to:

- Verbal abuse/threatening behaviour against a student or adult.
- Physical assault against a student or adult.
- Being in possession of alcohol, drugs or drug paraphernalia, smoking paraphernalia including electronic cigarettes/vapes.
- Persistent disruptive behaviour or defiance of academy authority.
- Persistent bullying, harassment or abuse, including racial.
- Harmful sexualised behaviours (HSB).
- Theft.
- Deliberate damage or vandalism to school property.
- Persistent/serious breaches of the academy's Behaviour for Learning Guidance.
- Any circumstance where allowing the student to remain in academy would seriously. harm the education or welfare of the student or others in the academy.

Only the Principal can exclude a student from the academy. In certain circumstances, a fixed term suspension may lead to the principal exploring an alternative pathway. This

allows a student at risk of permanent exclusion to transfer to another school. Examples of where this avenue may be explored include:

- Being in possession of drugs.
- Persistent/serious breaches of the academy's behaviour for learning guidance.
- Possession of an offensive weapon on the academy site, this includes any form of knife, for example, penknife and decorative knives.

In line with the OCL Suspension Policy, the academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances, a student's behaviour would be a serious breach of the academy's behaviour for learning guidance and deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

In addition, the Principal might reasonably consider permanent exclusion, and not explore a managed move in the following circumstances:

- Dealing drugs on the academy site.
- Sexual abuse or assault.
- Use of an offensive weapon on the academy site.
- Serious actual violence or threats, leading to high level anxiety and fear among staff.

Where the decision has been made to suspend, the Head of Year will provide online work for the days the student is suspended. Following a suspension there will need to be a reintegration meeting with a parent / guardian in attendance with the student. A student will remain in the IER room if an appropriate adult does not attend, until such time as the meeting has taken place. In exceptional circumstances a reintegration meeting can be held over the phone.

Around the building and out of lessons

Whilst moving around the academy we have clear expectations to allow us to move calmly and safely. Once a student has arrived at their classroom they are expected to line up quietly, until the teacher welcomes them in. All teachers meet and greet their students at the door and have a clear entry/exit routine.

Smoking

The academy is a non-smoking site. Students are not permitted to smoke/ vape whilst wearing the academy uniform both while on site or whilst representing the academy in any form. Students under the age of 18 are not permitted to smoke/ vape under any circumstances. Students caught smoking/ vaping, carrying smoking paraphernalia or associating with students who are smoking/ vaping will receive a sanction. This includes

students caught smoking/ vaping both on and off-site. In all circumstances, smoking/ vaping materials will be confiscated and destroyed. This includes e-cigarettes and anything associated with them.

Outside the Academy

Students who breach the academy's Behaviour for Learning Guidance whilst on academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the academy.

For incidents that take place outside the academy and not on academy business, this guidance will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the academy or on a journey to and from the academy. Other relevant factors include whether the student is wearing academy uniform or is in some other way identifiable as a student at the academy and whether the behaviours could adversely affect the reputation of the academy.

For acts of aggression or which threaten the health and safety of others, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm safeguarding procedures may be applied.

Safe

Child on child abuse

The academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying, harassment, and intimidation. Protection from harmful sexualised behaviours (HSB) is also included in this. The academy also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying, harassment and harmful sexualised behaviours (HSB) amongst students.

In respect of anti-bullying/anti-harassment, the academy will seek to:

- Actively involve and inform parents;
- Take any concerns seriously and resolve the issue in a way that protects the student;
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions;
- Enable students to understand the part they can play to prevent bullying/harassment, including when they find themselves as bystanders;

- Make it easy for students to report bullying/harassment with the confidence of being listened to and incidents acted on. This includes in and out of academy concerns including cyber bullying;
- Update guidance and practice including new technologies, for instance updating 'acceptable use' policies for computers;
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through pastoral programmes and tutor time;
- Work with the wider community such as the police and Children's Services where bullying/harassment is particularly serious or persistent and where a criminal offence may have been committed.

Restorative Practice

Restorative Practice at Oasis Academy Sholing. The principles of restorative practices: building and maintaining positive relationships. Restorative practices are delivered using restorative approaches. It is solution focused, deepens, and develops student's understanding of the spiritual, moral, social and cultural aspects of life. It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on six key principles:

1. Restoration: address and repair harm
2. Voluntary: based on an informed choice. The individuals involved want to rebuild.
3. Neutrality: fair and unbiased towards all participants
4. Safety: a safe space for expression of views
5. Accessibility: non-discriminatory and available to all
6. Respect: respectful of the dignity of all involved

Putting things right: how a restorative approach will work at Oasis Sholing.

The restorative approach requires all staff to be aware of the principles of the restorative process, and have the ability to apply them in resolving situations in their classes and around the school. To be a restorative school we will endeavour to make restorative statements part of our everyday language. In any restorative meeting, staff may use the following questions:

What happened?
What were you thinking at the time?
How do you feel about it now?
Who do you feel has been affected and how?
What needs to happen to put things right?

Roles and responsibilities

The National Directors	The Monitoring and Standards Team evaluate the impact of the academy behaviour strategy on learning. The MET 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 key individuals. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
The Heads of Year	The Heads of Year 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.
Year Group Mentors	The Year Group Mentors will work alongside the Head of Years, supporting staff to implement this policy. They will help diffuse student behaviour whilst 'on call' and will run interventions with students that require proactive support to help change their behaviours.
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 students • 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 student 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	Students 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

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 CAT 1, 2 or 3.

Discriminatory Incidents:

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)

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

Anti-Bullying Guidance (Child on Child Abuse)

Issues will be logged on Bromcom. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group. Bullying is, deliberately hurtful, repeated, often over a period of time and difficult to defend against. 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.
Bullying can include:

- Emotional Bullying: being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling someone, silent, hoax or abusive calls
- Physical Bullying: hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial Bullying: racial taunts, graffiti, gestures
- Sexual Bullying: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching or homophobia
- Direct or Indirect Verbal Bullying: 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

LEVER 4: Behaviour training and professional development

All staff are equipped, prepared for and effective in ensuring this pastoral care is exemplary. All staff are supported to develop increasingly powerful insights into what works in developing character and preparedness for adult life.

Training and Professional Development: Academy Staff

To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development, all academy staff have expert training on safeguarding, attendance systems/structures, channel/prevent, restorative practice, GDPR.

In additional to this Pastoral and/or selected staff also receive expert training on:

Mental health and wellbeing
First Aid
Physical restraint training
Managing difficult conversations
Impactful parent meetings

Managing grief
Managing self-harm
Preventing and dealing with bullying,
harassment and harmful sexualised
behaviours (HSB)
Sexual orientation, gender identity
LGBTQ empowerment
Identifying children at risk of CSE
(Child Sexual Exploitation) and (Child
Criminal Exploitation)
PREVENT
Reporting of County lines
Information
SOL Attendance

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. 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

	• 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 • Sexual orientation, gender identity LGBTQ empowerment
Restorative practice	Staff and children involved are trained by the behaviour lead on supervising, structuring and recording a restorative justice session

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.

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. 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.

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 in to 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. There are no spare devices so they will need to work on paper for the day. Parents 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 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. 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 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 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".

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/harassment 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

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

Oasis 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. Oasis Academy Sholing ensures 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

Localised procedures at Oasis Academy Sholing in the event of a student absconding includes:

- 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/radios are carried to keep the staff member safe and enable communication)
- Strategies for diffusing and de-escalation and returning the student to the Academy
- 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

Confiscation

Any prohibited items 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

Prohibited items include:

- Smoking / smoking related items (cigarettes, tobacco, vapes)
- Illegal drugs or drug paraphernalia
- Knives of any kind
- Explosive items, such as fireworks, snaps
- Guns of any kind

Screening and searching students

The academy acknowledges its duties, responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006, Health, and Safety at Work, 1974, in respect of screening and searching students. As a result, senior staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

Malicious accusations against academy staff

The academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the academy will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The academy will also take seriously inappropriate use of technologies including mobile and social networking sites, which are targeted at members of staff.

Monitoring, Evaluation and Review

Relevant staff will monitor the implementation and effectiveness of this guidance; review it annually and submit a report to the Academy Council. The guidance will be promoted and implemented throughout the academy.

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 Behaviour for Learning Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits