

# OASIS ACADEMY SHOLING

## Localised Behaviour for Learning Policy



Localised Academy Version: 1.0

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

‘Striving for Excellence’

## Introduction

Oasis Academy Sholing, as part of Oasis Community Learning, 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 21<sup>st</sup> Century
- Develop their ethical approaches and values in their lives

## The Oasis Education Charter






The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our 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

'Striving for Excellence'

	Lever 	Academy Leaders 	Academy Staff	 Harmonious climate for learning where all young people can flourish and thrive.
1	Academy Vision and Values	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	
2	Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
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, <u>consistently</u> 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

Our academy vision is 'Striving for Excellence' that 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.

'Striving for Excellence'

## 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 (see Appendix 1)

## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

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

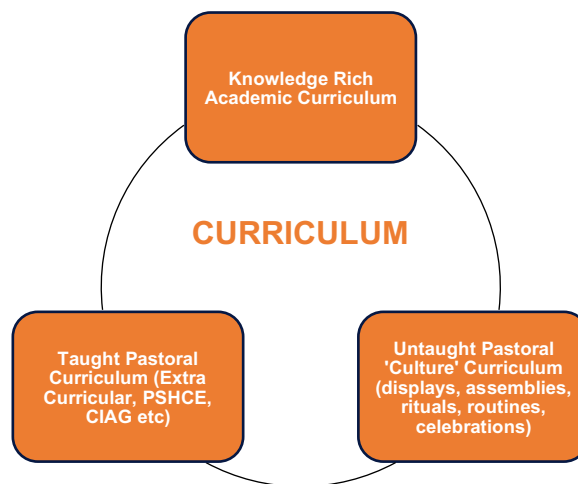
### 1. The 'taught' character curriculum:

- 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)

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 / family time, in corridor conversations, and in signs and symbols around school. Assemblies are themed around relevant topic issues and events, and are also supported by the academies chaplaincy team.

The Oasis curriculum can be summarised in the diagram below.

'Striving for Excellence'



Our taught curriculum takes place over six days in the academic year, one per half term. These include relevant topic areas such as growth mind-set, mental health, sex education, internet safety, cyber bullying, careers education, information and guidance, resilience, independence, life skills such as money management. We also use a programme of study called 'Them and us', which incorporates, kindness, respect and living without harm. Outside agencies, careers advisors and outside speakers also support the delivery of this taught curriculum.

Students have the opportunity to take part in a range of trips during their time at the academy, ranging from days trips, to residential abroad.

The extra-curricular programme has a wide range of offers to suit all students, these includes a wide range of sporting activities, stem clubs, homework support, games clubs, intervention, music clubs, choir.

We also have leadership opportunities for our students that include being tutor representatives, year representatives, prefects, head prefects, peer mentors, anti-bullying ambassadors, being part of sports committee.

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

At Oasis Academy Sholing we believe everyone has the right to:

- Learn without distraction
- Teach without interruption
- Feel safe (physically and emotionally)
- Respect and dignity

#### 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.

As appropriate to student age these include:

- Verbal praise
- Reward points
- Positive call/email to parents
- Praise Postcards
- Attendance awards/reward trip
- Annual Awards Ceremony
- 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:

- Telephone calls
- Meetings
- Letters
- Supporting students on reports
- Partnership Agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication

All parents / students sign our Partnership Agreement each year, to ensure there is clarity between both parties. (Appendix 2)

## STUDENT BEHAVIOUR

### In lessons

All students 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, pencil, pen, ruler, rubber and books). In all classes, 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 a student has been removed from a lesson for disruptive behaviour or found truanting from their lesson, by the on call member of staff, they will receive an automatic 45 minute central detention

The full behaviour pathway at Oasis Academy Sholing can be seen in Appendix 3

### Detentions

Parents and carers 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 a variety of means including email, text or phone call (including voice mail) of detentions longer than 15 minutes. Ultimately, however, it is the student's responsibility not to misbehave, not the academy's responsibility to make contact.

There is a clear detention pathway at Oasis Academy Sholing, which can be seen in Appendix 4

### Exclusions

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 exclusions (these cannot total more than 45 days in a school year) and other in school measures, including regular consultation with parents, behaviour contracts, respite, use of internal alternative provision or a "managed move" 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 Exclusion Policy, fixed-term exclusions may be used in response to any of the following, all of which are examples of unacceptable conduct:

- 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
- Persistent disruptive behaviour or defiance of academy authority.
- Persistent bullying, harassment or abuse, including racial.
- 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 exclusion may lead to the principal exploring a Managed Move. 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 Exclusion 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

### 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 exit routine.

### Smoking

The Academy is a non-smoking site. Students are not permitted to smoke whilst wearing the Academy uniform both on and whilst representing the academy in any form. Students over the age of 16 are not permitted to smoke under any circumstances. Students caught smoking, carrying smoking paraphernalia or associating with students who are smoking will receive a detention. This includes students caught smoking both on and off-site. In all

circumstances, smoking 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.

### 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, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a personal support programme and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

A clear pathway, which enables consistency across the board and gives a clear inclusion route to a disruption free environment for all. (see appendix 3)

### Freedom from bullying and intimidation

The academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. 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 amongst students.

In respect of anti-bullying, 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, including when they find themselves as bystanders;
- Make it easy for students to report bullying 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 is particularly serious or persistent and where a criminal offence may have been committed;

### Mobile phones/electronic equipment

The academy recommends that students do not bring mobile telephones or electronic equipment to the academy.

If such items are brought to the academy, students do this at their own risk. The academy will not waste valuable time and resources investigating lost or stolen equipment. Mobile telephones or other electronic devices, including headphones and speakers should not be used or seen on the academy site.

### Mobile phone sanction

If a mobile phone is seen the student will be asked to put it away, if it is used then:

- 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.

There are occasions when students will be able to access their mobile telephones during lessons to support learning; this will only be at the direction of the teacher. During these occasions, a visible sign will be displayed in the classroom. In the event of an emergency and parents need to contact a student, they must telephone the academy reception.

### 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. Uniform expectations are set out in Appendix 5.

### 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 will 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?

Restorative practice guidance for parents can be seen in Appendix 6

## LEVER 3: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

The research and evidence based approach to CPD that the Oasis Academy Sholing takes to ensure maximum efficiency and impact in Pedagogy Professional Development is replicated for Behaviour Management. 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.

At Oasis Academy Sholing we are also committed to train all staff using the 'Pivotal 5 Pillars', as shown below, to manage behaviour.

### The Five Pillars of Pivotal Practice

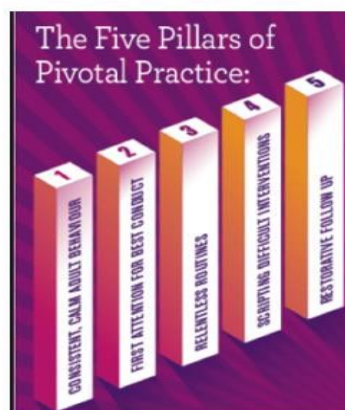
Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations

First attention to best conduct – rewards, recognition, praise, motivation, engagement

Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues,

Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation

Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships



### Training and Professional Development: Academy Staff

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

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

- |                                      |   |
|--------------------------------------|---|
| Mental health                        | Sexual orientation, gender identity   |
| First Aid                            | LGBTQ empowerment   |
| Physical restraint training          | Identifying children at risk of CSE (Child Sexual Exploitation) and (Child Criminal Exploitation) |
| Managing difficult conversations     | PREVENT   |
| Impactful parent meetings            | Reporting of County lines information   |
| Managing grief                       | SOL Attendance  |
| Managing self-harm                   |   |
| Preventing and dealing with bullying |   |

## 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;

'Striving for Excellence'

3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

### Physical intervention

See DfE guidance: [Use of reasonable force in schools](#)

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning

- Hurting themselves or others
  - Damaging property that leads to the injury of others
- Incidents of physical intervention must:
- Always be used as a last resort
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment
  - Be recorded and reported to parents

### Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

The RD should undertake a check on Academy physical restraint records regularly. These should be available on CPOMS.

Individual plans: The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is the norm and not the exception. Such planned physical intervention should be recorded and monitored through the young person's individual plan. In order to link to the Oasis Ethos and 9 habits each plan should link to the habits and involve the student identifying at least one or more of the habits they need to embed as part of their character.

Training: If there is a need in the Academy for physical intervention staff should have regularly updated training in physical restraint. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD

<http://www.bild.org.uk/our-services/workplace-training/>

### Abducting – 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 paraphernalia
- Illegal drugs or drug paraphernalia
- Guns of any kind
- Knives of any kind
- Explosive items, such as fireworks, snaps.

### 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 Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits

## Appendix 1: Oasis 9 Habits

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

### Compassionate

Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.

### Patience

Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying the immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.

### Humble

To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue positions and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.

### Joyful

Real joy is not shallow or momentary but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds up resilience in our lives and the teams we are part of.

‘Striving for Excellence’

## Honest

Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.

## Hopeful

Hope is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' Therefore, hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.

## Considerate

Knowing your own intrinsic value and worth and, by seeing others in the same way, to be inclusive of them.

## Forgiving

To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming....it always changes things.

## Self-controlled

Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.

## Partnership Agreement: Academy intake 2019/2020

---

To achieve excellence for everyone we expect high standards of effort, learning and achievement from all our students at Oasis Academy Sholing. We strongly believe that working in partnership is essential for effective learning: support from home, support from the academy and support from students.

### ***Oasis Academy Sholing will***

- Pursue excellence for and from all and encourage your child to give their best effort to everything undertaken, be it academic or extra-curricular, and so fulfil their potential.
- Value and celebrate the pride taken by your child when completing work.
- Be appropriately formal in tone and ethos, emphasising the importance of adherence to academy rules on discipline, work and uniform.
- Care for your child's safety and happiness within a supportive ethos and environment; one in which indifference, impoliteness, discrimination and bullying have no place and where sensitivity to others is valued highly.
- Communicate with parents on a regular basis; keeping you well informed about general academy matters and more specifically about the academic progress of your son/daughter.
- Invite, listen and respond to your views as quickly and effectively as possible, providing an open and welcoming culture for parents and students within which we can work together to achieve success.
- Provide a balanced, stimulating and challenging curriculum with clear lesson objectives alongside enrichment opportunities that will prepare your child not only for further academic success, but also for the world of work and participation as a decent citizen within society.
- Inform your child about how to improve through regular assessment, formative marking, reports; fulfilling and aiming to surpass your child's potential.

### ***Parents will***

- Ensure that their child arrives to the academy on time and ensure that any absences are notified by telephone on the day of absence.
- Provide a supportive environment at home that encourages learning, reading and application to homework. Parents will take an interest in their child's work at the academy, encouraging their child to take pride in their work and always do their best.
- Support the academy's policies, especially on uniform, attendance and behaviour.
- Read all communication from the academy and respond accordingly.
- Attend all Parents' Evenings and meetings regarding any concerns over their child's progress or behaviour.

- Support any detention given out on the same day for inappropriate behaviour, trusting that the academy is working to support their child’s learning.

**Students will**

- Complete all the work set to the best of their ability taking pride in their work and its presentation.
- Attend the academy on time being properly equipped to learn: black pens, pencils, rulers, erasers etc.
- Be ready to learn every lesson: on time, well equipped and always be respectful of staff’s authority.
- Wear the academy uniform correctly and take pride in their appearance. The uniform policy must always be observed.
- Not be seen with inappropriate equipment. Mobile phones/earphones/electronic gaming and/or personal music equipment are not allowed to be seen in the academy. They MUST be switched off at all times and kept hidden away.
- Discourage bullying, including cyber bullying.
- Recognise that they are ambassadors for Oasis Academy Sholing in the wider community whenever the uniform is worn.
- Comply with consequences when applied for inappropriate behaviour.
- Support the academy rules and respect the universal values in the academy’s Christian ethos, demonstrating politeness, care and concern for all other members of the school. Students should always be sensitive to the needs of others.
- Respect the environment and keep the academy free from litter.
- Play a positive part in enhancing the success and reputation of the academy.



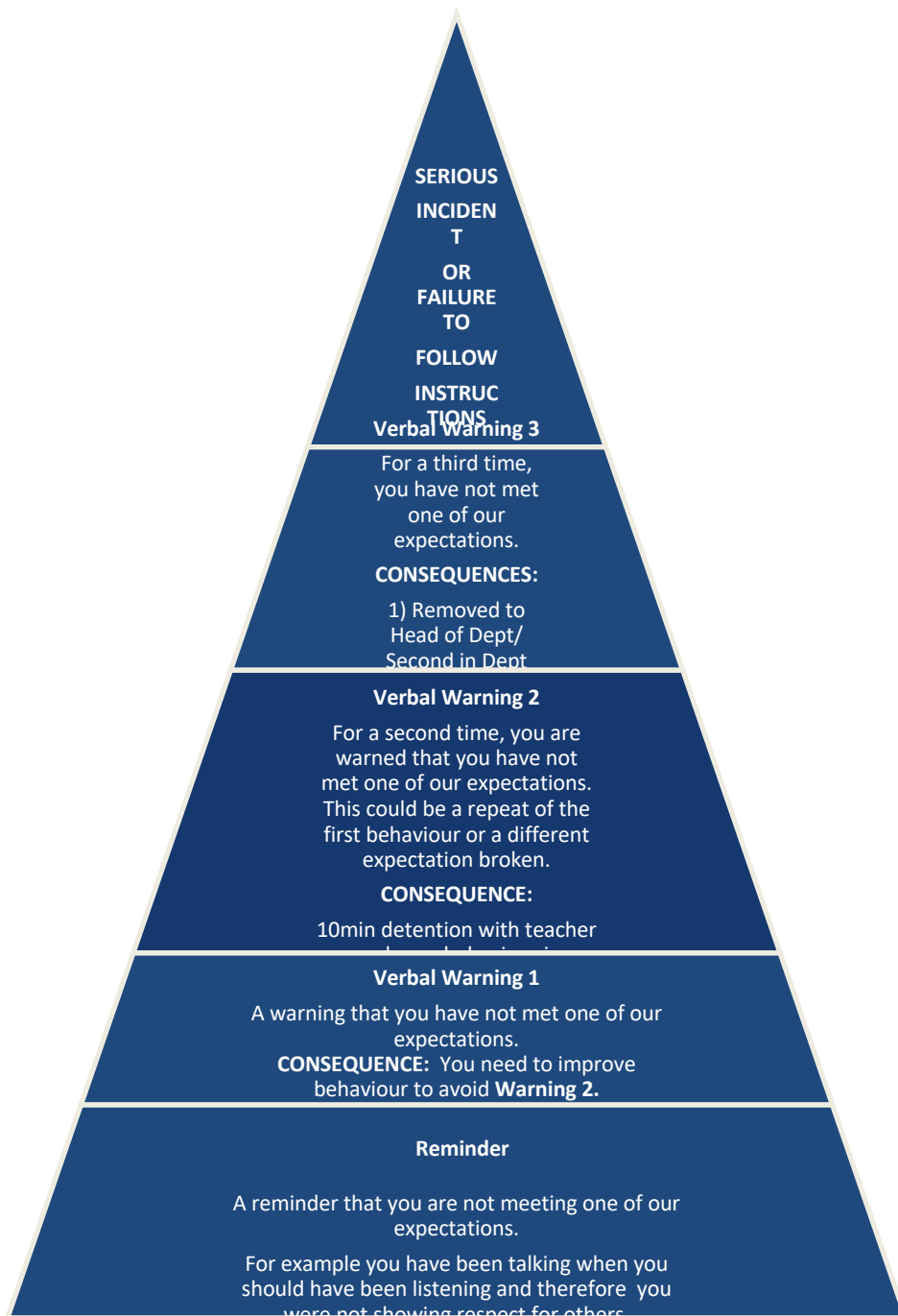
Please return this section to Oasis Academy Sholing

**Partnership Agreement: Academy intake 2019/2020**

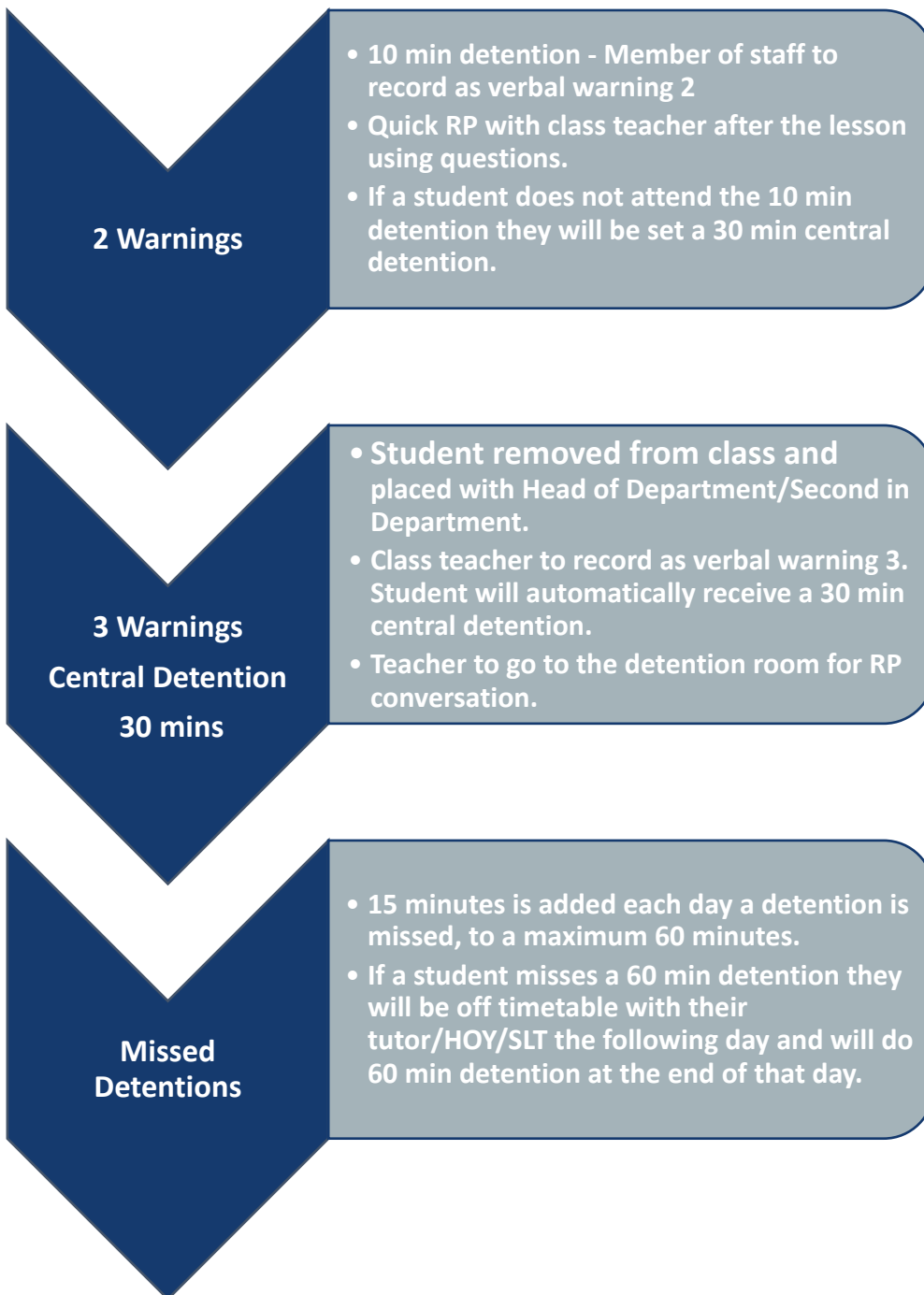
---

On behalf of the Academy	Parent	Student
Name	Name	Name
Signature	Signature	Signature

## Appendix 3 – Behaviour Pathway at Oasis Academy Mayfield



## Appendix 4 – The Detention Pathway at Oasis Academy Mayfield



## **Oasis Sholing Uniform Guidance 2019/2020**

### **Full Oasis Academy Sholing Uniform:**

- Oasis Sholing Blazer – Compulsory for all year groups.
- Oasis Sholing Jumper or Cardigan – Optional for all year groups
- Plain powder blue long or short sleeved shirt.
- Oasis Sholing tie.
- Plain black formal trousers. Skinny legged, cropped and leggings are not permitted.
- Plain black tailored knee length skirt.
- Black opaque tights or black ankle socks.
- Plain black leather school shoes. Trainers or canvas shoes are not permitted.

### **PE Kit:**

- Oasis Sholing Polo Shirt.
- Oasis Sholing PE Sweatshirt or plain navy sweatshirt.
- Plain navy or black tracksuit bottoms. Leggings are not allowed.
- Plain navy shadow stripe shorts.
- Students should have a complete change of clothing for all PE activities.

### **Appearance:**

- Hairstyles should be tidy and of a natural colour. Minimum hair length is grade 2. No extreme hairstyles are permitted e.g. tramlines
- Makeup may not be worn in Years 7 and 8. As students they transfer to Years 9-11, they will be allowed to wear discreet make up e.g. mascara, tinted moisturiser and clear lip gloss.
- Nails: false nails and nail varnish are not permitted.
- Piercings - one small (5mm), plain stud earring in the lobe of each ear only. No other piercings are permitted.
- Jewellery: a watch may be worn, but no other jewellery is permitted.
- Footwear: trainers are not permitted except for in PE.
- A sensible outdoor coat may be worn to school over the Academy blazer. Hoodies and tracksuit tops are not permitted.

\*\* All Oasis Sholing branded items are available to purchase at Wearabouts, Victoria Road, Woolston, SO19 9DX

### **Equipment :**

Phones and valuable items should not be brought onto the school site and we will not accept responsibility for any lost or damaged items

All students are expected to have to following equipment:

- Blue/black pen
- Purple pen
- Ruler
- Rubber
- Pencil
- Pencil sharpener
- White board pen



During non-uniform days no fancy dress, all in one suits or drug logos / swearing on clothing are not acceptable. Decency is an important consideration. No “bare midriffs” or very short skirts/shorts. Normal rules on hair, jewellery and make-up apply.

Caps are not permitted.

No open toed no open back or sling back shoes are allowed.

Students who have a Physical Education lesson on this day MUST wear correct PE kit and no jewellery.

Students involved in practical lessons in Food Technology must bring an apron as usual, and wear appropriate shoes.

Refusal to comply with the uniform guidance could result a student being sanctioned until the issue is resolved.

Unless there is a medical reason, there will be a maximum of 3 days for the issue to be resolved before a student is put into a detention or internal exclusion.

## Restorative Practice Guidance for Parents

At Oasis Academy Mayfield, we have started to use Restorative practice to build and maintain 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 selfimprovement.

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

### Restorative Practice Questions

**Step 1- What happened?**

Each person shares their side of the story without interrupting each other.

**Step 2- What were you thinking at the time?**

Each person shares their thoughts without interrupting each other.

**Step 3- How do you feel about it now?**

Each person shares their feelings without interrupting each other.

**Step 4- Who do you think has been affected and how?**

Talk about the other children or adults involved and how they might be feeling.

**Step 5 - What needs to happen to put things right?**

Each person shares what they think should happen and come to an agreement.

We may also ask other restorative style questions:-

How would you feel if this happened to you?

How can we put this right?

What could you do differently next time?

What other choices could you have made?

How can we make sure this does not happen again?

Do you feel we have treated you fairly?

**Restorative Practice is NOT a soft or easy way out as it is used alongside the schools behaviour guidance and consequences.**

The restorative questions help staff, parents and students to take responsibility for their actions and the affect they have had on others. Therefore, encouraging empathy and understanding in the hope of reducing negative/repetitive behaviours arising in the future.

Parents/carers are encouraged to engage and support their children in a restorative culture resolving conflict and strengthening relationships not only in school but also in their everyday lives. You may therefore find the restorative questions useful to use at home.



'Striving for Excellence'