



Oasis Academy Coulsdon

Behaviour for Learning Policy

January 2022

Last Updated: 05/02/22

Localised Academy Version: 1.1

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

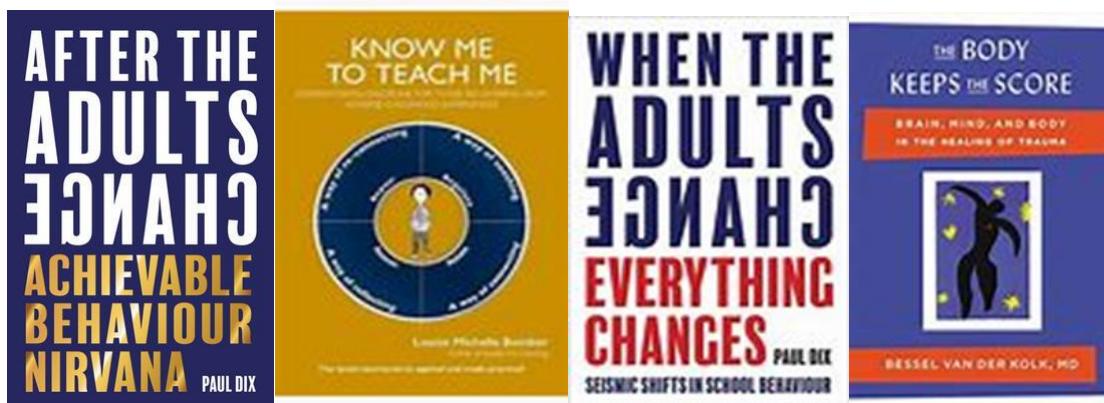
Introduction

Oasis Academy Coulsdon (OAC), 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 relational approach to behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives

1. An overview of research underpinning the Behaviour for Learning Policy

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



Shares opportunity to accelerate relational practice, decrease disproportionate punishment and fully introduce restorative, informed and coaching led culture.

Identifying the best way to teach curriculum and healthy behaviours, differentiating for discipline for a fully inclusive school.

Developmental approaches to behaviour to support the TIP and relationship practice the trust would like to adapt

Research into the effects trauma has on the body and how individual's carry trauma when it is not supported effectively

TIP AND ACES

GROWTH MINDSET

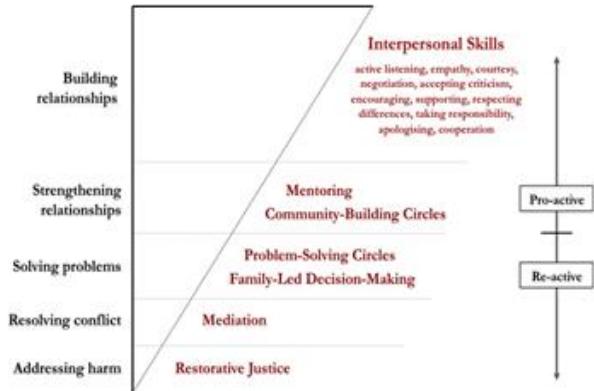
METACOGNITION AND LINKS TO BEHAVIOUR

FLOURISH

TEAM AROUND THE CHILD AND SCRIPTING CONVERSATIONS

Behaviour for learning relational approach

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



2. The Oasis Education Charter

Ethos + Learning + People + Purpose + Inclusion + Curriculum

Rooted in
what we
believe

Who am I?
Who am I
becoming?

Exceptional
strength and
opportunity

In partnership
with our
communities

Driven
through
passion

The heart of
educational
provision

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

- We model and set high aspirations and expectations for every child and young person and member of staff.
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves.
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives.
- We believe that good relationships are at the heart of everything we do.

3. The Oasis Behaviour Policy is underpinned by 4 key levers:

1. Academy Vision and Values
2. Personal Development Curriculum (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
3. Academy Behaviour Systems, Structures and Routines (reward, sanction, attendance etc.)
4. Behaviour Training and Professional Development for staff

	Lever →	Academy Leaders →	Academy Staff	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

Character Education at OAC

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

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Teachers ensure these 9 Habits are embedded and progressively built on over time to develop students' understanding of their learning through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities designed to promote learning within a habit.

Vision



Oasis Academy Coulsdon is a family dedicated to every student and the community. Students will achieve excellence and a love of learning through developing rigour, resilience and passion.

Our academy vision must be at the centre of every strategic decision we make. It is more than just words – it is what we are about, why we work here and what makes us special. We expect all our staff to support our vision in every way they can in order to help our students achieve excellence and leave the academy equipped to be successful and happy in life.



This also fits with the Shalom 'completeness' view of the Oasis Ethos.

Oasis Ethos and the 9 Habits

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- **A passion to include**
- **A desire to treat people equally respecting differences**
- **A commitment to healthy, open relationships**
- **A deep sense of hope that things can change and be transformed**
- **A sense of perseverance to keep going for the long haul**

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

We encourage every member of our family, be that staff or student, to align themselves to these ethos values. The values themselves are inspired by the life, message and example of Jesus but we make it clear that we will not impose on anyone, the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our community, respecting the beliefs and practices of other faiths in the hope that we will provide a welcoming environment for all.

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

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

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

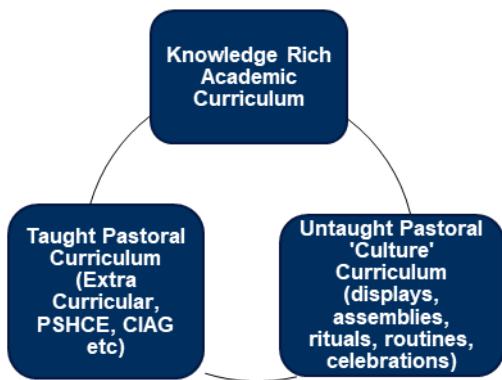
At Oasis Academy Coulsdon, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. We as adults embody the Oasis nine habits and use these to develop our skills when dealing with students and recap our knowledge and understanding of them through staff-briefing and professional development sessions. Within our behaviour approach they are used as a de-escalation tool and also as a reflective tool once regulation has occurred.

Values

Staff working here are also driven by our **five key values**, each of which contribute to our students' success:

- **Excellence** – commitment to excellence in every area of Academy life.
- **Love** – providing the care and support that a parent would, including ‘tough love’ on occasions to challenge poor behavioural choices.
- **Family** – underpinning all we do is a family ethos, working together to overcome obstacles and ensuring that every single child matters to us.
- **Determination** – a recognition that developing a child’s resilience and ability to deal with adversity equips them with key skills for a life that can sometimes be tough.
- **Politeness** – respect, tolerance and kindness to each other.

Lever 2: Personal Development Curriculum



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

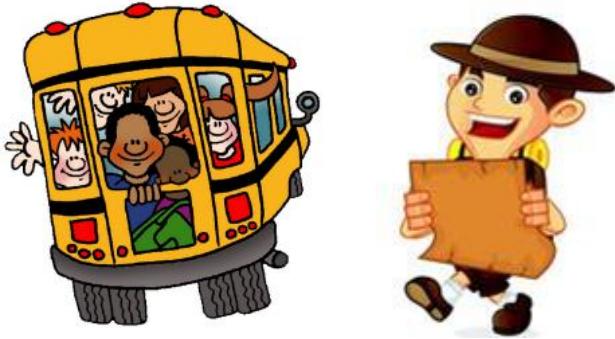
1. The ‘taught’ character curriculum:
 - CEIAG (careers education, information, advice, and guidance)
 - PSHCE (physical, social, health and cultural education)
 - Enrichment activities (e.g. trips and visits, noncurricular courses or workshops)
 - Extra-curricular programme (e.g. before and after school 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 mentor time/family time, in corridor conversations, and in signs and symbols around school. This is often summed up as ‘the way things are around here’.



Extra Curriculum Provision:

Football, Rugby, Cricket, Athletics, Netball, Tennis, Yoga, Gym & Fitness, Cross-country, Dance, Music, Choir, Science, Textiles, Art, Food, DT, Debating Society, Newspaper, Computing and Gardening.

A termly enrichment offer is published to students and parents.



Experiences:

A wide range of trips and experiences are offered to students in each year group – the aim is that every student should experience a trip each year.

Includes – Year 7 Residential, Soccer trips, visits to museums and galleries, theatre trips, Jamie's Farm, Geography trips in the UK and overseas – and many more...
Rewards events to a theme park also occur each year.

Personal development is fundamental in our organisation as part of our culture and ethos. It is critical that we are constantly exploring who we are and how we are growing and changing to enhance the learning and maximise the potential of the children and young people in our communities.

As a result, PHSCE, careers, contextual safeguarding, SRE, Character development, Physical and mental well-being, Behaviour are grouped into Personal Development and are interwoven delicately into all areas of the curriculum. Statutory content is thoroughly covered in meaningful context alongside naturally occurring themes for maximum impact.

Assemblies

Assemblies are an important part of Lever 2 – a carefully planned programme is followed with a weekly ALT assembly and at least fortnightly year group assemblies. Each ALT assembly focuses on one of the Oasis 9 Habits, where that habit underpins many of the academy's weekly messages.

Important events are presented throughout the year including Black History Month, Pride Month, Holocaust Memorial month and mental health awareness.

PSHE

Topics covered in PSHE – programme adapts according to contextual needs	
Year 7	<ul style="list-style-type: none">Positive & Healthy Relationships.Managing feelings (online and the media).On-line grooming.PubertyContraception
Year 8	<ul style="list-style-type: none">Contraception.Pregnancy choices – including abortion and adoption.FGM.Stereotypes based on gender, race, religion, sexual orientation & disability.Personal Identity – divorce.Personal Boundaries.Menopause.Sexual consent.STIs – including HIV and AIDS.Violence and exploitation by gangs – including county lines.
Year 9	<ul style="list-style-type: none">Sexual harassment and sexual violence.Consent.The facts about reproductive health, fertility, and impact of lifestyle on fertility for men and women.Menopause.Keeping safe online – including sexting.Pornography.Gender identity (school nurse service).Violence and exploitation by gangs – including county lines.Extremism and Prevent.
Year 10	<ul style="list-style-type: none">The legal rights and responsibilities regarding equality (Equality Act 2010).Honour based violence, Forced Marriage, Domestic Abuse – including LGBT.Sexual health.Sexual pressure & intimacy without sex.Peer on peer abuse, relationship and domestic abuse. The legal rights and responsibilities regarding equality (Equality Act 2010).Violence against women and girls – including FGM.Sexual relationships, sexual health – including revenge porn.Sexuality.Miscarriage.

	<ul style="list-style-type: none"> • Abortion. • Alcohol and Drugs – substance misuse. • Hate crimes.
Year 11	<p>Year 11 are taught PSHE in mentor sessions and via drop-down days/visiting speakers. Age adjusted sessions are delivered on relevant topics including sex, drugs, alcohol and safety. Additional time is spent on mental health issues associated with examination pressures.</p>

Lever 3: Academy Behaviour Systems, Structures and Routines

The academy's behaviour system aims to ensure all students have the best access to outstanding learning and personal development. It has the academy's core values at its very heart – achieving excellence in all we do through a family approach. We are committed to ensuring that all our students leave the academy with strong academic achievements in addition to being well-rounded young people able to live successfully and happily in a demanding world.

As with all effective systems, it is dependent on being simple and understood by all.

Rewards

1. All staff offer positive and specific praise for all children on a consistent basis. This may be in the form of verbal praise, merits and contacting home.
2. Students earn **merits** for every aspect of Academy life (attendance, classwork and homework performance, service, enrichment participation and showing evidence of positive character traits). These merits are recorded in students' record books and collected in weekly.
3. In addition, staff are encouraged to award 'Golden Slips' to students for excellent effort or attitude. These slips gain the recipient first entry to the Diner at lunchtimes for a week.
4. Students belong to one of 4 Houses – Everest, Pacific, Redwood or Sahara. Merits count towards the House competition where students compete to win the coveted House Cup.
5. Each week Family Leaders identify 'stars of the week'. There are termly rewards assemblies where students receive certificates, badges and prizes for their contributions to Academy life.
6. Rewards are also used to identify those students who qualify for termly rewards events.
7. The Student Council is looking at the rewards system in 2022 to develop further how this key area of academy life can be improved further.

When behaviour is unacceptable and disrupting learning:

1. The student will be given a clear verbal warning.
2. If the student chooses to continue their poor behaviour, their teacher will issue them with a demerit. This demerit is recorded on Bromcom.
3. If a student receives 2 demerits in a day, they will receive a 30 minute detention held on the same day.
4. If a student continues to behave poorly after a warning, they will be removed from the lesson and will work under the supervision of a senior member of staff in the Reintegration Room until they are ready to return to lessons. It is hoped this will be their next lesson but will not happen until they have demonstrated they are ready. Any student removed from a lesson will receive a 50 minute detention to be held the same day. Parents will be notified by MCAS. Removal from a lesson allows the other students to learn without further disruption and gives the student the opportunity to reflect on their behaviour choices.
5. Any student receiving 4+ demerits in a day will be removed from lessons for the rest of the day and Family Leaders will contact home to discuss next steps.
6. Any student leaving their Record Book at home should receive an automatic 50 minute detention and will have a one-day Record Book.
7. Demerits can be given without warning for certain reasons. These include breaches of uniform, lateness to school/lessons, unruly behaviour in corridors, lack of homework, chewing gum and eating in prohibited areas.
8. More serious behaviour issues or repeated disruption to others' learning can result in other consequences:
 - Being placed on report to mentor, Family Leader or Senior Leader.
 - Academy Leadership Detention (each Thursday from 3.20pm – 5.00pm).
 - Saturday detention.
 - Behaviour Support Plans.
 - Education in an alternative provision for a period of time.
 - Fixed term exclusion.
 - Permanent exclusion.
9. More serious behaviour may include: bullying, truancy, rudeness to staff, swearing, fighting, damage to Academy property, racist/sexist/homophobic language, and poor behaviour off-site whilst wearing Academy uniform. This list is not exhaustive and more serious consequences are subject to the decision of Family Leaders, Faculty Heads and Senior Leaders.

Restorative Justice

Restorative justice enables a wider view of Academy discipline. For restorative justice we think beyond students breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practice of restorative justice is a way to help students understand and discuss those harms. Through meetings student learn how to repair them. The aim is to lead to transformational changes in students' lives as well as their schools and communities.

Examples of restorative justice may include: a meeting between a student and a teacher they have been rude to or staff supervising a discussion between students who have had a falling out.

Restorative Justice asks the following set of questions:

1. Who was harmed?
2. What are the needs and responsibilities of all affected?
3. How do all affected parties together address needs and repair harm?

Restorative Justice emphasises restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening Academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

Daily Routines

Students follow a clearly defined set of routines each day – aimed at ensuring they are safe, well prepared and able to focus on their learning free from distractions.

Check-In

- Students can enter the Academy from 7.45am each morning. Food is served in the Diner.
- Year 11 students check-in at the Plaza at the front of the academy. There they will hand mobile phones in (see next paragraph) and be checked for readiness to learn (uniform, Record Book and pencil case).
- All other year groups enter via the black gates next to the bike sheds and assemble in their designated playground area at 8.20am. There they will line up in alphabetical order and their mentor will collect in phones and check equipment. Daily announcements will be given by their Family Leader and/or Senior Leader. They will then walk quietly to their mentor room with mentors.
- Check-In is quick and ensures that students begin each day positively. Any equipment and uniform issues are dealt with immediately.

Mobile Phones and smart watches

- Mobile phones and smart watches are banned from the Academy site.
- We acknowledge that many parents want their children to have phones for the journey to and from school each day.
- However, we know that phones are a major disruption to learning. There are other safeguarding reasons behind the decision to ban them – many bullying issues revolve around social media and the negative aspect of phones. We are also well aware that, in many schools, phones can be used to invite negative influences to the gate and thereby risk the safety of students and staff. There is also the obvious risk of damage, loss or theft of phones.
- The rule is simple and clear for all to follow.
 - Students are required to hand their phones in for safe-keeping at check-in. Phones are stored in named plastic envelopes and placed in mentor boxes.
 - These boxes are then kept securely in an area covered by CCTV.
 - Phones are returned to students at the end of the academy day.
 - Any phone seen or heard at ***any point*** in the academy day will be confiscated. From the moment students walk through the black gate (Years 7-10) or Main Reception/Internet Café doors (Year 11) the rule applies. Please note this also applies to after-school clubs and after 3.10pm anywhere in the Academy building.
 - Regular checks will be made. Any student found in possession of a mobile phone will receive a consequence on the first occasion and confiscation thereafter.
 - Any phone confiscated will be kept by the Academy for a period of **four weeks**, thereby acting as a real deterrent and eliminating disruptions to learning. SIM cards will not be returned within the confiscation period.
 - Confiscation is the Academy exercising its right to do so as circumscribed by Section 91 of the Education and Inspections Act 2006, which enables us to, "*confiscate, retain or dispose of a pupil's property as a disciplinary penalty*"
 - The rule also applies to smart watches with internet connectivity.
 - Parents needing to contact their child should leave a message with the receptionist.

Please note the Academy will not spend valuable learning time investigating any loss or theft of a phone. Students must store their device safely in school – any choosing to disobey the rule do so at their own risk.

Line-ups

- Year 7-10 students line up briefly after break and lunch to ensure they are ready to learn.
- Uniform and equipment are checked.
- Their teacher accompanies them to lessons where they are expected to begin work immediately on arrival.

Check-Out

- All students gather with their Family Groups at the end of each day for check-out.
- Any student with a detention is escorted to the detention venue.
- Mobile phones are returned to students.
- Final messages are relayed before students are dismissed in an orderly fashion.
- Students in detention receive their phones once the detention has been completed.

Uniform, make-up, hair and jewellery

- Students are expected to take pride in their appearance and the Academy uniform.
- A uniform ensures that all students can be identified as belonging to the Oasis family and is in many ways a cheaper way of dressing, removing some of the inequalities often seen when students can wear their own clothes.
- All parents receive a uniform list when their child joins the Academy. To recap:
 - Please ensure all uniform is marked with your child's name.
 - Black blazer with Academy badge.
 - White shirt.
 - Tie (Green for Years 7/8, Blue for Years 9/10 and Black for Year 11).
 - Year 11 prefects wear a silver tie.
 - Black polishable shoes. No trainers, boots or canvas style shoes permitted.
 - Dark socks.
 - Black trousers or skirt.
 - Hairbands should be black or dark blue.
- The only permitted jewellery is a wristwatch (no smart watches). No rings, bracelets, chains or earrings are allowed. Students are permitted to wear a transparent piercing 'plug' in place of their jewellery.
- Hair should be presentable and safe. Hair bands should be black, blue or green. Hair dye and coloured streaks are prohibited. Hair must not be shaved below a 2 grade. Tracks, tramlines, designs, Mohawks and steps are not allowed. Please ensure that tracks or lines are not shaved into eyebrows.
- No make-up or false nails and nail varnish.

Horizons

- Every student will be provided with an i-Pad 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.
- 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.
- In order to get a device, a student must sign a Home Use agreement. If they are unwilling to sign, the device will not be issued to them.
- In order for the device to be allowed home, the agreement must also be signed by the parent/carer.
- 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.
- 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 devices are insured against theft or accidental damage. However, parents/carers may be invoiced for the loss or intentional damage to any device.
- Any damage to or loss of equipment (including the case and charger) must be reported to the Academy immediately. A spare will be issued if any device is faulty, accidentally damaged or stolen.
- Any lost devices will be placed in ‘Lost & Stolen’ mode which prevents it being used. It also allows the location of the device to be tracked – this information may be passed on to the police.
- If a device is stolen outside of the Academy, parents/carers are required to obtain a valid crime number for the police in order to avoid being charged for a replacement.
- Students must bring their device and charger into the Academy every day ensuring that it is fully charged. Failure to do so affects students’ learning opportunities and is disruptive for teachers supervising classes.
- Any student bringing an uncharged device to school will be given a demerit. However, opportunities to recharge devices will be provided for those occasions when a lesson activity drains the battery or for older devices.
- Any student leaving their device at home will be given a same-day 50 minute detention. There are no spare devices so they will need to work on paper for the day and then copy up on the device at home that evening.
- Parents/carers may also be called and asked to bring the device to the Academy.
- 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.

- Restrictions to certain internet sites will be restricted in line with the behaviour and E-Safety policies of Oasis Community Learning.
- IT Services will deploy security and web filtering software to the devices to ensure that internet access is conducted in a safe manner and users are protected from accessing inappropriate content. Filtering is in place whenever the device is used, whether it is in the Academy or in the user's home.
- The Academy is alerted at any time inappropriate or dangerous activity is detected. Students must be aware of this understand that consequences may be imposed if warranted.
- However, the Academy still requires parents and carers to supervise the safe usage of their child's device. We cannot be held responsible for any activity users partake in on the device whilst at home. We suggest that parents ask their child to keep the device downstairs at bedtime – an ideal opportunity too for the device to be charged overnight.
- 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.
- Social media access forms part of a young person's digital persona. Therefore, our students will have access to social media services on the device, subject to parental control. We ask parents to consider social media age limits and monitor their child's use if they allow them to access such sites.
- Printing will not be available from the device.
- 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.
- The device is protected by a 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.
- 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 of crime.
- All staff, students and parents/carers will be encouraged to download the Safer Schools App – a resource providing up to date advice and support on safe digital use.
- PSHE sessions and assemblies will also cover on-line safety at regular times.
- 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 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**”.
- The device must only be used in class to complete the tasks outlined by staff. Students must not complete work for other subjects or homework in a lesson unless authorised by their teacher. They must never access personal interest sites in a lesson, unless required to do so by the teacher.

Horizons – Golden Rules

1. Bring device and charger to the Academy every day.
 - Device left at home = 60 minute detention
2. Ensure it is charged overnight every day.
 - Uncharged device = demerit
3. Keep it safely stored in its case; transport it carefully in a school bag.
4. You are responsible for it – look after it and keep it safe. Report any loss or damage immediately.
5. Remember everything you do on it is tracked – only access appropriate material. The will be consequences if you choose to use it improperly.
6. Ensure you set the 6 digit password (and biometric fingerprint if you wish). Never leave the i-Pad unattended without closing the case.
7. Follow all teacher instructions on using the i-Pad in class. The words “devices down” indicates that it must be placed on the desk and left alone for that part of the lesson.
8. You must upload the Safer Schools App – this will give you important and regular safeguarding updates.
9. The i-Pad remains the property of Oasis. It must be returned whenever requested.

Roles and responsibilities

The National Directors

The Monitoring and Standards Team (MST) evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director.

The Regional Director – Mrs Lee (Mr Bradshaw covering maternity leave)

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 – Ms Green (catrin.green@oasiscoulsdon.org)

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 – Mr Pelling (mark.pelling@oasiscoulsdon.org)

The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on Behaviour Support Plans. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Family Leaders

Family Leaders hold responsibility for the behaviour and attendance of students in their Family. They and the mentor are the first port of call for parents. They work alongside the Behaviour Lead to focus on the behaviour and personal development of the students in the Academy.

Year 7 – Ms Kavanagh (karen.kavanagh@oasiscoulsdon.org)

Year 8 – Ms Berkeley (elizabeth.berkeley@oasiscoulsdon.org)

Year 9 – Ms Ogundele (adeola.ogundele@oasiscoulsdon.org)

Year 10 – Mrs Holt (victoria.holt@oasiscoulsdon.org)

Year 11 – Mr Falvey (ian.falvey@oasiscoulsdon.org)

Teaching Staff and mentors

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 and reporting behaviour incidents.

Parents & Carers

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 will be notified when an aspect of the Academy's behaviour protocol changes and they will have the opportunity to feed back.

Parents are expected to:

- Support their child in adhering to the Home/School agreement and student code of conduct
- Attend parents' evenings and information evenings
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the mentor or Family Leader 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.

Scripting

Scripting is an important aspect of relational development and will support conversations with individual pupils. Scripting can diffuse and redirect dysregulation.

Scripting is a coaching tool that enables us to consider the way in which we want to say something to a student. Conversations regarding behaviour can be managed in a formal more structured manner or they may be shorter, more on the run conversations.

Scripting a conversation helps to ensure that a student can move forward with a particular goal or issue. It may be something you make notes about, fully script or consider in your head before having the conversation.

Scripting a conversation (especially after an incident once a student is regulated) allows us to choose particular words and examples to relay our message more effectively. The process of scripting (even if just making rough notes) allows us time to regulate and really consider if we are in a calm enough state to deal with the issue.

Scripting prevents waffling and ensures we are getting to the point in a precise way. It allows us to ask questions regarding a student's behaviour to spot trends or consider triggers. It allows the teacher or staff member to remain in control of the situation.

When a student discusses their behaviour with an adult, there is a teaching point that can be made. If an adult has not considered what they wish to say – the teaching point could be lost on the student. It allows the student to feel understood and empathised with, whilst ensuring they understand the behaviour in question was not acceptable.

It allows for examples and experience relating to behaviour – potential for students to practise saying something or acting a certain way if the trigger reoccurs. It gives students the opportunity to discuss their feelings, emotions, and reasons – all valid to themselves even if unacceptable.

It gives students time to pause, to think about the behaviour and make informed choices, feel in control. Staff training resources are available in the support channel.

Oasis 9 Habits De-escalation Tool

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

Anti-bullying guidance

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

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

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

Support for students:

- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Discriminatory Events

All incidents that occur which are linked to the protected characteristics are to be recorded on Bromcom. They will be categorised as either 1,2 or 3. There will be guidance linked to Bromcom which will guide the individual to categorise correctly.

- Harmful Sexual Behaviour Category 1
- Harmful Sexual Behaviour Category 2
- Gender-based discrimination Category 1
- Gender-based discrimination Category 2
- Race--based discrimination Category 1
- Race--based discrimination Category 2
- Caste-based discrimination Category 1
- Caste-based discrimination Category 2
- Age-based discrimination Category 1
- Age-based discrimination Category 2
- Trans-based discrimination Category 1
- Trans-based discrimination Category 2
- Religious-based discrimination Category 1
- Religious-based discrimination Category 2
- Non-Religion-based discrimination Category 1
- Non-Religion-based discrimination Category 2
- Sexuality-based discrimination Category 1
- Sexuality-based discrimination Category 2
- Pregnancy/Maternity-based discrimination Category 1
- Pregnancy/Maternity-based discrimination Category 2
- Other discrimination Category 1
- Other discrimination Category 2

In general:

- Category 1: Issues will be logged on Bromcom and dealt with through in-house interventions.
- Category 2: Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners.
- Category 3: Issues are logged on CPOMS and referred for specialist intervention supported by the Academy.

Category 1:

Recorded on BROMCOM

General single incidents of Cat 1 issues.

Including but not limited to:

- Verbal abuse like name-calling and offensive jokes*
- Abusive phone or text messages, hate mail*
- Online abuse*
- Harassment
- Bullying or intimidation
- Threats of violence
- Displaying or circulating discriminatory literature or posters
- Graffiti containing hate messages
- Damage to property
- Harmful sexual behaviour

Category 2:

Recorded on BROMCOM and discussed safeguarding implications with the DSL, recorded on CPOMS as a safeguarding issue.

Two or more (*with professional judgment this may be more than 2 incidents) Cat 1 incidents, or single incidents of Cat 2 issues.

Including but not limited to:

- Assaults - such as hitting, punching, pushing, spitting
- Destroying property e.g. ripping clothes, destroying books
- Harassment
- Sexual Harassment
- Enduring, reoccurring online abuse for example on social media and email
- Theft
- Inciting group harassment

Category 3:

Recorded on CPOMS as a safeguarding incident.

Including but not limited to:

- Sexual Assault
- Grievous bodily harm
- Incidents that occur only in the community

Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Monitoring Standards Team • Directory of Best Practice • 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	<p>To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.</p> <p>Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> • ACES • Relational Approaches to Behaviour • Mental Health First Aid for pastoral leaders • Managing an investigation of an incident • Restorative justice/mediation • Physical restraint training • Attendance systems/structures • Reintegration following fixed term exclusions • Effectively issuing a report/tracker • Impactful parent meetings • Multi-agency meetings • Managing grief • Managing self-harm • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity LGBTQ empowerment
De-escalation & Diffusion	<ul style="list-style-type: none"> • Engaging with positive handling training and Thrive training as necessary. • Scripting • Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.
Restorative practice	Staff and children involved are trained by the behaviour lead on supervising, structuring and recording a restorative justice session using the materials outlined in this policy in Lever 3 section above.

Legislation and Statutory Requirements

This policy and localised protocols developed in OCL Academies must follow advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

Localised Behaviour protocols must also be based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy and localised protocols must be based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy [DfE guidance](#) explaining that Academies should publish their behaviour policy and anti-bullying strategy online – to ensure that staff, students and parents are informed

4. 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)

5. 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:
- 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;
- 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;
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them

- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

Physical intervention

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

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

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

Recording of physical intervention

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

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any
- The RD should undertake a check on Academy physical restraint records regularly. These should be available on CPOMs.

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

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

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

Absconding – leaving without permission

OCL Academies have a duty of care to take all reasonable steps to ensure that children and students are kept safe whilst in the Academy's care. Academies should ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student

- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

Academies will have their own localised procedures in the event of a student absconding and these will include:

- Informing the Leadership Team immediately
- Not putting other students at risk
- Locating the student
- Following the student at a safe distance once he/she leaves the Academy grounds – a decision made for each individual student by Academy leaders (Mobile phones must be carried to keep the staff member safe and enable communication)
- Strategies for diffusing and de-escalation and returning the student to the Academy (This may involve staff training)
- Informing the parents or guardians
- Informing the police – if the student cannot be found
- Follow up meeting with the student and their parents
- A risk assessment developed for the student

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct must always be considered by leaders.

Confiscation

Any prohibited items (which should be listed in the Academy's behaviour protocol) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

Following an exclusion an Academy should reflect on its level of inclusivity – "Can we do anything differently to avoid permanent exclusions?" See: [OCL Exclusions Policy](#)

6. Monitoring arrangements

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO.

Links with other policies

This behaviour policy is linked to the following policies:

[OCL Exclusions Policy](#)

[OCL Safeguarding Policy](#)

[OCL Anti-bullying policy](#)

[OCL SEND Policy](#)

[OCL Behaviour for Learning Policy](#)

[OCL Physical Intervention Policy](#)

[OCL Staff Code of Conduct Policy](#)