



# Oasis Academy Coulsdon Behaviour for Learning Policy

September 2023

Last Updated: September 2023

Localised Academy Version: 1.1

This policy should be read alongside the OCL Behaviour for Learning Policy, the OAC Horizon Policy, and the OAC Uniform, Equipment and Rules for Appearance Policy which includes additional information.

# CONTENTS

<b>Introduction</b>	<b>3</b>
<b>LEVER 1: ACADEMY VISION AND VALUES</b>	<b>4</b>
<b>LEVER 2: PERSONAL DEVELOPMENT CURRICULUM</b>	<b>6</b>
<b>LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES AND ROUTINES</b>	<b>8</b>
<b>Daily Routines</b>	
<b>Rewards</b>	
<b>Restorative Justice</b>	
<b>Managing Misbehaviour</b>	
<b>Mobile Phones and Smart Watches</b>	
<b>Uniform, Make-Up, Hair and Jewellery</b>	
<b>Prohibited Items</b>	
<b>Searches, Screening and Confiscation</b>	
<b>Discipline, Teacher Powers and Consequences</b>	
<b>Physical Intervention</b>	
<b>Absconding</b>	
<b>Malicious Allegations</b>	
<b>Suspensions and Exclusions</b>	
<b>Horizons</b>	
<b>ROLES, RESPONSIBILITIES AND GUIDANCE</b>	<b>18</b>

## 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.

## 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.

## 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.



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.

*“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.

### 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.

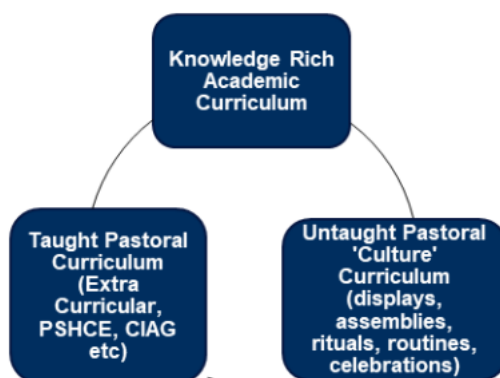
Inclusion, equality, healthy relationships, hope, and perseverance permeate all aspects of the life and culture of each Academy and the organisation as a whole.

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.

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.

## 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'.

### PSHE Curriculum Overview

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"> <li>• Primary transition including conflict resolution</li> <li>• Democracy</li> <li>• Physical and mental health</li> <li>• Risky behaviour including alcohol, smoking and vaping and first aid.</li> <li>• Careers - developing soft skills</li> <li>• Active citizenship.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• Inequalities in society including the Equality Act 2010</li> <li>• Physical and mental health including self-esteem, healthy and unhealthy coping strategies</li> <li>• Managing relationships including online relationships, nudes and consent.</li> <li>• E-safety including gambling, gaming, online grooming</li> <li>• Careers including managing your online presence</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Money management including credit cards, payday loans and links to mental health</li> <li>• Criminal Justice system including stop and search, arrest and courts.</li> <li>• Self-care including drugs, gangs, sexual exploitation, knife crime.</li> <li>• Relationship and sex education</li> <li>• Careers – including T Levels, apprenticeships, university and Labour Market Information</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Relationship and Sex education including child on child abuse, up-skirting, stalking, honour violence and domestic violence.</li> <li>• Money management including mortgages, fraud and sessions delivered by HSBC.</li> <li>• First Give Programme</li> <li>• Relationships and sex education including consent linked to alcohol, unplanned pregnancy, revenge porn.</li> <li>• Careers including CVs, preparing for interview and interview techniques</li> </ul>
Year 11	This is delivered in three dropdown days which includes a Careers ‘Next Steps Day’ and two days based on the PSHE needs of the year group.

## 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.

### 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 student's 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.

### Line-ups

- Year 7- 9 students line up briefly after break and lunch to ensure they are ready to learn.
- Uniform and equipment **may be** 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.

**\*\* All students are expected to attend Check-In, Line ups and Check-Out and to meet our expectations for behaviour. Arriving late, deliberate non-attendance or misbehaviour may receive a consequence. \*\***



## 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 can earn merits for every aspect of Academy life which will be categorised within the Oasis Three C's of Competence (Academia), Character (Behaviour) and Community. There merits will be recorded on the students' BromCom page which can be accessed by parents on their MCAS app.
3. In addition, staff are encouraged to award 'Golden Tickets' to students for excellent effort or attitude. These slips gain the recipient first entry to the Diner at lunchtimes for a week and first dismissal from Check-Out at the end of the academy day.
4. Each week Family Leaders and Mentors identify 'stars of the week' which will be put on the students' BromCom and home should be contacted.
5. There are termly rewards assemblies where students receive certificates, badges and prizes for their contributions to Academy life.
6. Merit and demerit aggregate scores will determine certain reward categories for each student towards the end of the academic year. This approach is to ensure that consistent positive behaviour is recognised and rewarded. The academy will take individual context into account but reserves the right to make final decisions on which category each student is assigned to.
7. We aim to foster a culture in which students are proud to be a part of Oasis Academy Coulsdon, and take pride in being leaders within our community. Therefore, student responsibilities (such as prefects, students leaders and school council) and representing the academy in external fixtures (such as sports) will heavily take positive contributions to the academy community into account.
8. The Academic Leadership Team will continue to utilise feedback from the Student Council, parents and staff to further develop our reward systems.

## 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

### Managing Misbehaviour

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 in the classroom after a warning and demerit, they will be removed from lesson and will be placed in another classroom – known as a 'Referral Room'. Any student removed from a lesson will receive a 50-minute detention to be held the same day. Parents will be notified by MCAS. If a student that has been removed disrupts or refuses to enter the 'Referral Room', the sanction will be escalated to a 2-hour detention to be held the same day.
5. 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.
6. Serious or persistent behaviour issues can result in other consequences, such as:
  - Detention after school
  - Being placed on report to mentor, Family Leader or Senior Leader.
  - Saturday detention.
  - Behaviour Support Plans.
  - Education in an alternative provision for a period of time.
  - Internal Suspension
  - External Suspensions
  - Managed Moves to an alternative school
  - Permanent exclusion.
7. 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.

### Mobile Phones and Smart Watches

Mobile phones and smart watches are not permitted to be used on 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 rules are simple and clear for all to follow.

- Students are strongly encouraged 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 between Check-In and Check-Out will be confiscated.
- When investigating the use of a mobile phone, the Academy may utilise statements from students or teachers, CCTV or other contextual evidence. If, on the balance of evidence, there is a likely indication that a mobile phone has been used, the phone will be confiscated.
- If a phone is seen or heard within the academy building before Check-In or after Check-Out, the student will be asked to put the phone away and will receive a 50-minute detention. Refusal to put the phone away or continued use of the phone during these periods may result in confiscation.
- Regular checks will be made. Any student found in possession of a mobile phone that is switched on will receive a consequence to be determined by the pastoral team.
- 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. The Academy retains the right to keep SIM cards within the confiscated period to ensure the effectiveness of the mobile phone policy.
- 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, or a child needing to contact their parent for any reason should leave a message with the receptionist. Students have been made aware of the

procedure of contacting home, thus any use of a mobile phone to contact home may result in confiscation.

- Refusal to hand over a confiscated phone will be perceived as gross defiance towards the Academy's behaviour policy. This may result in the student being internally and/or externally suspended until the phone has been handed in. The academy may also believe a student is demonstrating gross defiance towards the Academy's behaviour policy if we have evidence to suspect that a student has tried to hand in any phone that is not the one which was sighted or heard during the infraction.

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.

### **Uniform, Make-up, Hair, Jewellery, & Prohibited Items**

Please refer to the policy and information on our website [HERE](#).

### **Searches, Screening and Confiscation**

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation but should only be undertaken a member of the senior leadership, of the same gender as the pupil being searched, and witnessed by another staff member.

There is a limited exception to this rule in instances that could be deemed as urgent, could pose serious harm, or when it is not reasonably practicable to implement the above steps.

Any prohibited items (listed above) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which are harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

In accordance with DfE guidance and Educational Statutes, the academy cannot be held liable for any damage to or loss of an item that has been lawfully confiscated and in accordance with the academy behaviour policy.

### **Discipline at Oasis Academy Coulsdon**

#### **Teachers' Powers**

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 and do not legally require parental consent. However, it is good practice to take all practicable steps to inform parents that this is taking place and that the student can get home safely.

Teachers can search and confiscate students' property (see searches, screening and confiscations)

### Consequences for Poor Behaviour

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.

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".

Consequences could be, but are not limited to: a telling off, demerit, loss of social time, an after-school detention, removal of privileges, Saturday detention, internal and external suspensions, respite at an alternative provision, managed moves and permanent exclusions.

The purpose of giving students consequences is to deter misbehaviour but also to give students an opportunity to reflect on and demonstrate remorse for their behaviour. As a result, students are expected to demonstrate the core values of the Academy during any sanction. Disruption, rudeness or any behaviour not deemed to be in keeping with the Academy's core values during a sanction may result in the sanction being reset or escalated.

### Physical Intervention

See DfE guidance: Use of reasonable force in schools

All Oasis settings will use the Team Teach methodology when considering reasonable force and physical intervention.

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 will:

- Always be used as a last resort
- Unless in an emergency situation, physical intervention techniques should only be applied by those trained to use them

- 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

### Absconding – Leaving Without Permission

Oasis Academy Coulsdon has a duty of care to take all reasonable steps to ensure that children and students are kept safe whilst in the Academy's care. 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.

In the event of a student absconding the academy will:

- Informing the Leadership Team immediately
- Not putting other students at risk
- Attempt to locate the student
- The Academy may Potentially have to follow the student at a safe distance once the student 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) professional judgement and local "on the spot" risk assessments should be made to keep all parties safe.
- Utilise strategies for diffusing and de-escalation and returning the student to the Academy
- Inform 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 if it is believed that the student poses a continued risk of absconding.

### Malicious Allegations

The needs of pupils falsely or maliciously accused of peer-on-peer incidents should be considered in each academy and support mechanisms put in place to ensure that they are able to settle back into school without any residual impact.

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 and in proportion to the harm that has been or could have been caused.

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.

### Suspensions and Exclusions

Please refer to the Exclusions Policy on our website [HERE](#).

### 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.

Details of the Horizon agreement and expectations can be found in the Horizon Policy OAC.

As an academy, we expect all students to follow the Horizon Gold Rules.

#### Horizons Golden Rules

1. Bring device and charger to the Academy every day. Device left at home = 50 minute detention
2. 2. Ensure it is charged overnight every day - Uncharged device with receive a sanction
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. They 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** – The Regional Director is responsible for monitoring the effectiveness of each Academy’s localised behaviour protocol and holding the principal to account for its implementation.

**The Principal** – Ms Green (email Ms Green’s PA: [kelly.radford@oasiscouldson.org](mailto:kelly.radford@oasiscouldson.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 Clarke ([tom.clarke@oasiscouldson.org](mailto:tom.clarke@oasiscouldson.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.

For an up to date list of names and contact details, please visit the [Meet the Staff](#) page of our website.

## 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. Such information is easily accessible on the MCAS app.

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.

### 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

### 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