

Internal Behaviour for Learning Policy and Guidance



Mr J Darnley- Deputy Principal
Localised Academy Version

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

Behaviour for Learning Policy and Procedures

Oasis Academy Short Heath, as part of OCL, is committed to developing the character and competence of every pupil, in line with our Oasis 9 Habits, in pursuit of all pupils receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our pupils 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

This policy has been written in accordance with the Oasis policy for Behaviour for Learning and provides specific details relating to Oasis Academy Short Heath.

The Oasis Education Charter



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

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

Aims of the Policy

The aims of this policy are to:




- Emphasise Oasis Community Learning's commitment to encouraging and rewarding good behaviour;
- Explain the law and guidance on 'disciplinary penalties' (sanctions); and set out the various responsibilities.

The aim is for every member of our community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. This behaviour for learning policy is therefore designed to support the way in which the members of the Academy can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. For this reason we aim to:

- Ensure appropriate behaviour throughout the school.
- Encourage and praise best efforts in both work and behaviour.
- Ensure a whole school approach to discipline and treat all pupils fairly and apply this policy in a consistent way.
- Ensure that pupils are aware of the school rules and that each class has a visual representation clearly displayed.
- Ensure that all parents are informed and are aware of the school's disciplinary procedures.
- Prevent bullying.
- Provide a system of rewards to encourage good behaviour.
- Provide a stepped approach to sanctions which are clear and known to all.
- Promote self-discipline.

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 PSHE 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, PSHE, 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

At Oasis Short Heath, our vision is to create a place where all children shine with possibilities.

Personal Learning and Thinking Skills

Oasis Academy Short Heath aims to develop Personal Learning and Thinking Skills (PLTS) in all our pupils that inspire them to be the best they can be. Pupils will consistently display a thirst for knowledge and understanding and a love of learning. Pupils' attitudes to learning will be of an equally high standard across subjects, years and classes and with different staff. Teachers ensure these skills are embedded and progressively built on over time to develop pupils understanding of their learning through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities designed to promote learning within a specific skill. Posters showing skills are on display in every classroom.

At Oasis Academy Short Heath we embrace the 9 habits as a central part of our ethos. The 9 habits are an invitation to the way we live our lives, a way that is characterised by being compassionate, humble, patient, honest, joyful, considerate, hopeful, forgiving and self-controlled.



We believe that a safe environment of mutual respect and cooperation results in the most effective climate for teaching and learning.

The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to outstanding learning.

Inclusion features strongly in this policy as it goes to the heart of Oasis Community Learning as an organisation. We will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can in itself exclude pupils from learning and feeling safe.

Great leaders create climates for learning in which students are equipped to succeed in school and life. This is because great leaders set, and communicate well, a clear vision for their Academy which is underpinned by a clear set of values or beliefs.

[Our Trust Statement of Intent](#) is a core document outlining our aspirations for young people. The statement of intent aims to develop active citizens who have a strong understanding of

the world around them and a desire and drive to positively impact their academy, local, national and global community.

An Oasis learner will become someone who:

- Is comfortable in their own skin and is able to continuously explore who they are becoming
- Has the expertise they need to success, lead and serve others
- Wants to make the world a better place and feels able to do so
- Is able to keep themselves and others safe
- Can communicate effectively and confidently in order that they feel included in all scenarios
- Is an active part of a network that supports others
- Seeks to include others and celebrated difference
- Has an inner sense of purpose, conviction and belief
- Has a values approach of life and a sense of what is right and wrong through the lived experience of the 9 Habits.

UNICEF Rights and Respecting

The 9 Habits have become our official whole school values underpinning all we do and who we are. We believe that through these Habits we are able to ensure our commitment to UNCRC Rights Respecting School's work that form the basis of whole school policy and practice. The Rights that underpin our behaviour for learning policy are:

- The right to be listened to **A12**.
- The right to be safe **A19**.
- The right to be healthy **A24**.
- The right to an education **A28**.
- The right to become the best we can be **A29**.
- The right to relax and play **A31**.
- The right to be treated fairly **A37**.

We believe that through this approach all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others.

Being a values-led and Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.



Whole School and Class Charters

All members of the school community have roles and responsibilities in promoting and following these principles. Within class this is promoted by the creation of a class charter for each class throughout school. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour.

Our whole school charter reflects the principles for behaviour in the school. They are:

<i>Adults respect this by...</i>	<i>WE ALL HAVE THE RIGHT TO...</i>	<i>Children respect this by...</i>
Listening to, valuing and respecting each other's ideas	Be listened to A10, 12, 13, 14, 15 (respectful)	Listening to, valuing and respecting each other's ideas
Caring for everyone and everything at school	Be safe A6, 9, 10, 11, 16, 17, 19, 21, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39 (caring)	Caring for everyone and everything at school
Providing healthy food, water, exercise and rest	Be healthy A6, 24, 26, 27, 31, 32, 33, 39 (self-respect and respecting others)	Making healthy choices
Providing us with all that we need to learn	An education A17, 28, 29, 30, 31, 34 (ambitious, enthusiastic and ready to learn)	Being enthusiastic and ready to learn
Being ambitious for us in all that we do	Become the best we can be A29 (ambitious)	To be ambitious in all that we do
Providing a time to play and relax	Relax and play A31 (friendly)	Being friendly towards each other when relaxing and playing
Treating each other fairly and having the courage to stand up for what you feel is right	Be treated fairly A2, 7, 8, 14, 15, 20, 22, 23, 25, 30, 37, 40 (friendly and courageous)	Treating each other fairly and having the courage to stand up for what you feel is right

A Positive Approach

An effective discipline policy is one that seeks to lead pupils towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of the Academy are that:

- Behaviour can change and that every pupil can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each pupil's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other pupils and minimize disruption while helping pupils acquire self-discipline.

Reinforcing good behaviour helps our pupils feel good about themselves.

Lever 2: Personal Development Curriculum



We are very proud to state that we deliver a programme called 'Jigsaw' from EYFS through to Year 6. Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually, as well as contributing significantly to all strands of the British Values agenda.

Being Me In My World

Covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference

Focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Dreams and Goals

Aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world. It's great for children to have this experience, to think ambitiously, and to have aspirations. (Parent, Dorset first school)

Healthy Me

Covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Relationships

Has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me

Deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

Extra-Curricular Clubs

At OASH, we provide a wide range of extra-curricular clubs for our children. These include Football, Netball, Multi-Sports, Athletics, Cricket, Tennis, Science, Choir and homework support. Our Year 6 pupils also have the opportunity to attend SATs revision clubs before and after school in the Spring Term.

Lever 3: Academy Behaviour Systems, Structures and Routines

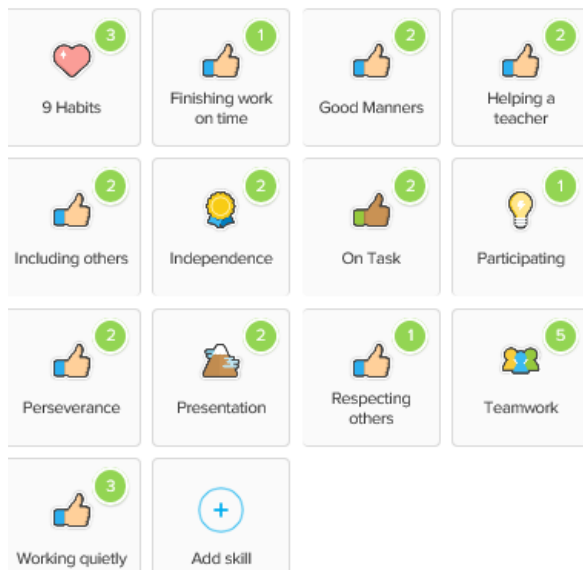
Rewards for positive behaviour:

Assemblies

Individual rewards are given; achievement certificates are awarded to individuals during our celebration assemblies which take place every Monday afternoon. Good news is always celebrated. For example, winning sports teams will be congratulated in assemblies and notable achievements whether gained in or out of school may be published in the school newsletter. Attendance is tracked and awards given: for classes and for individuals.

Class dojos

Class Dojo points are given to individual children or groups of children to recognise where children have shown examples of the Oasis 9 Habits or shown extra effort as well as staying on the Green. Children will be awarded dojos for displaying the following behaviours in and out of class.



Gold Tokens (House Points)

Around school we promote the highest standards of courtesy and respect through our Gold token system. Gold tokens are given to children who are being particularly courteous and respectful by visitors and staff. Teachers and Teaching Assistants may give tokens to children in their own class. Staff should aim to give out at least 10 tokens daily. Every week the House Team who collect the most tokens is rewarded with a badge on display. At the end of every half term, the House team with the most amount of badges (winning each week) and the team with the most amount of tokens (total) will receive a prize.

The prize for achieving the most number of tokens across the half term is currently a movie and snack afternoon, as decided by the Pupil Leadership Team.



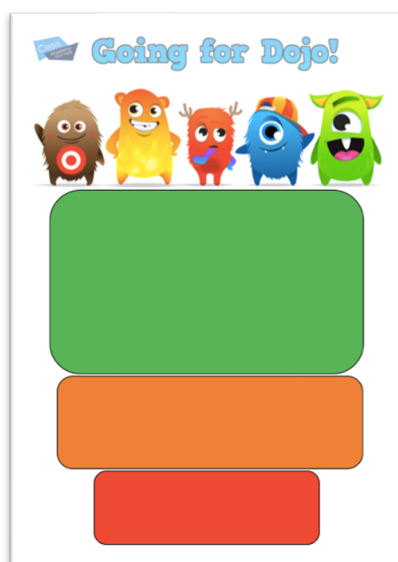
Gold Tokens are given for:

- **Moving around school**- children should move around school in single file, quietly and sensibly. Adults should stop the line at strategic points to maintain control. Everyone should keep to the left when moving up and down the stairs.
- **Lining up**- in school and on the playground-. Classes should line up in single file, quietly and sensibly. Classes should come in from the playground in a calm, controlled manner.
- **Behaviour in Assembly**- Classes should walk in quietly and listen to the music playing. There should be no talking during Assembly. All Staff should give out Gold tokens and make sure noise levels are kept to a minimum.
- **Politeness and good manners**- holding the door open , letting adults go first, saying 'please' and 'thank you' etc.
- **Behaviour that exemplifies the Oasis 9 Habits.**
- **Independent learning**
- **KS1 children eating all their school dinners**
- **KS2 children participating in playground sports and trying new things**

Golden time

This takes place in classes on Friday afternoons as a reward for good learning behaviour and the duration will depend on the number of minutes earned during the week.

Going for Dojo!



Every child starts the morning and afternoon sessions on green with the aim of receiving Dojo Points for showing positive 'Learning Behaviours'

If a pupil ends a session on the Red, it is recorded on our online record system to enable us to track and monitor behaviour.

When behaviour is unacceptable and disrupting learning:

1. The child will be given a clear verbal warning.
2. If the behaviour continues, they will move their name to orange on the 'Going for Dojo' chart. They are given the chance to return to Green.
3. If the behaviour continues, the child will be given a clear verbal warning for red.
4. If the behaviour continues, they will move their name to red.
5. If a child moves to red, the next lunchtime or Golden Time is missed and the flowchart (below) is followed.

Systems, Structures and Routines that reduce peer on peer abuse

Oasis adopts a zero tolerance approach to peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence
- Causing someone to engage in sexual activity without consent
- Up skirting
- Initiation/hazing type violence and rituals.

This is addressed within a 3-category approach:

Category 1- Harmful Sexual Behaviour: General <u>single incidents</u> of Cat 1 issues.	Including but not limited to: Developmentally inappropriate problematic (using the Brook Traffic Light System as a benchmark), Abusive sexualised behaviour on-line or off-line, Lewd comments/jokes, Creating a hostile, offensive or sexualised environment.
Category 2- Sexual Harassment Two or more Cat 1 incidents, or single incidents of Cat 2 issues and recorded as a safeguarding incident	Including but not limited to: Unwanted conduct of a sexual nature, Up skirting On-line or off-line sexualised comments, remarks or observations, Intentional touching of person or clothing, Aggravated sexting, Behaviours likely to violate dignity, feel intimidated, degraded or humiliated Creating a hostile, offensive or sexualised environment
Category 3- Sexual violence: Recorded on CPOMS as a child protection incident	Including but not limited to: Rape, Assault by penetration, Sexual Assault (touching in a sexual way without consent), Grooming for sexual/criminal exploitation

All academies use Bromcom to record discriminatory events. This data is analysed at a national and local level to ensure CPD focuses on need.

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,

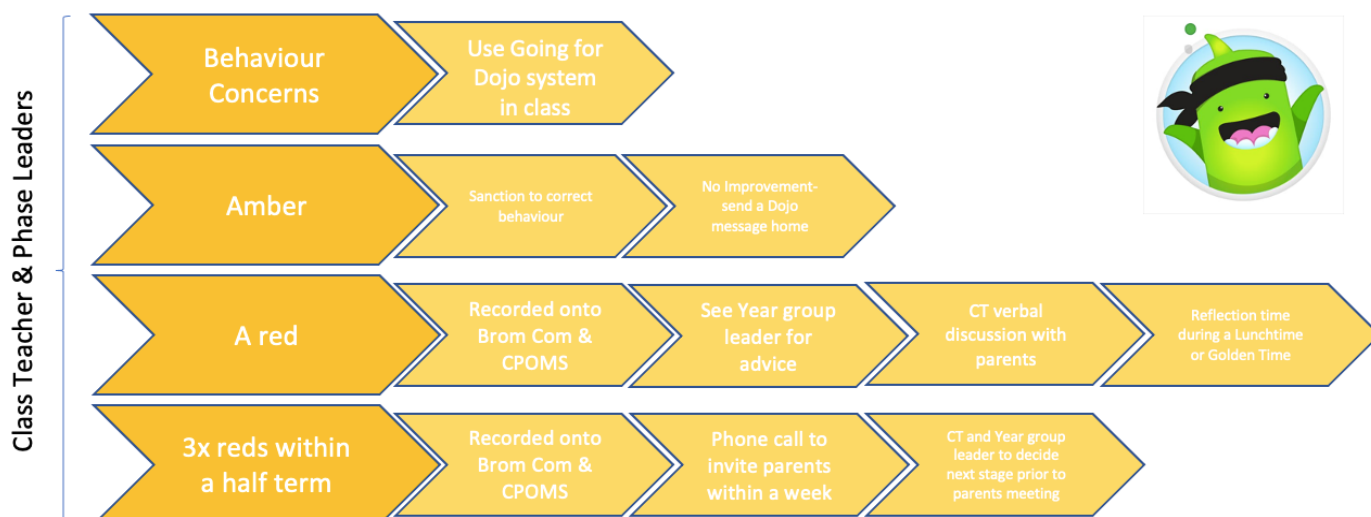
	controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic, sexting with the intention to harm, sharing of explicit images without consent
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 site

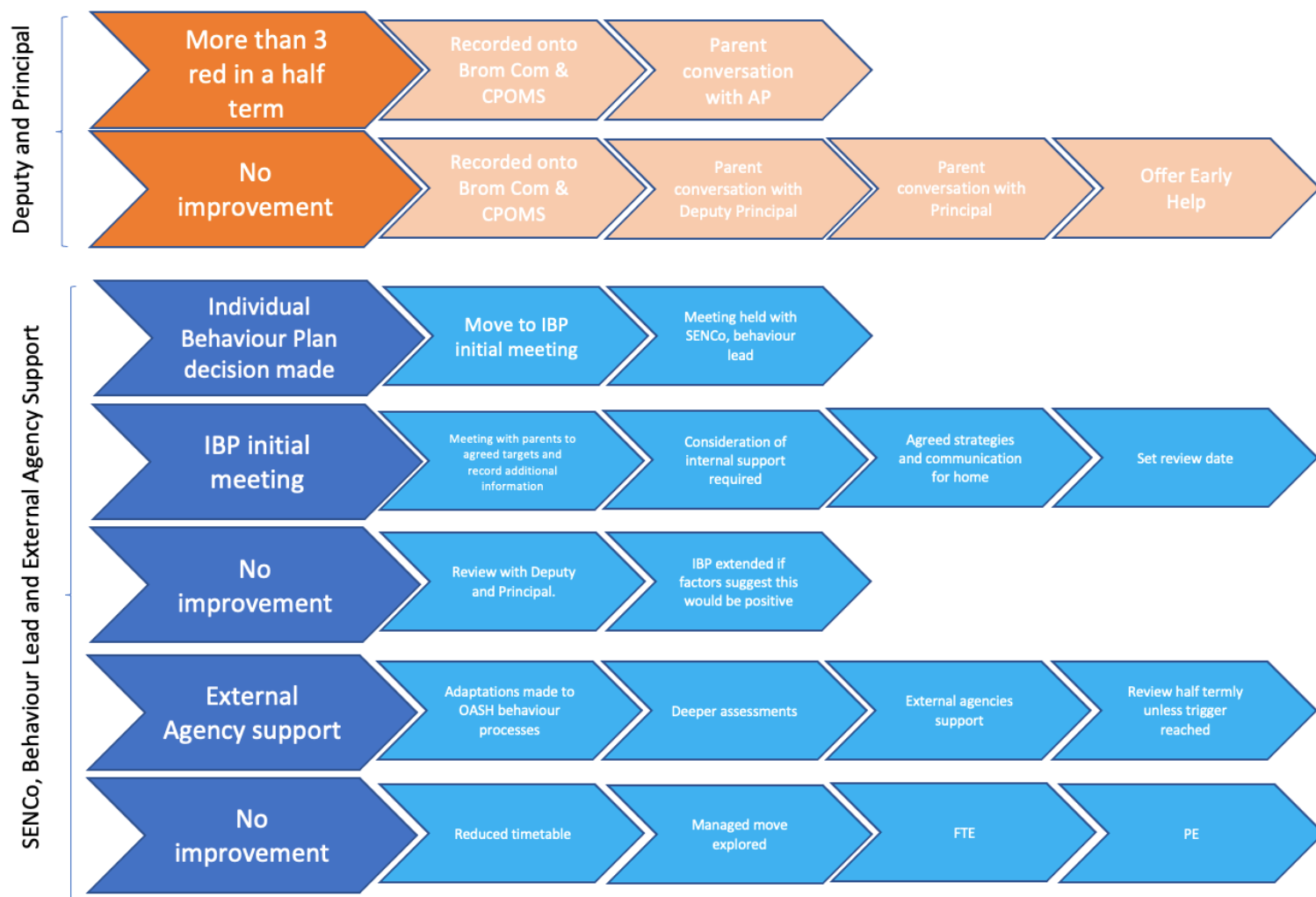
Our Key Unacceptable Behaviours (*which have consequences beyond the flowchart*) are:

- Running away from staff or entering a non-safe zone
- Deliberate physical violence towards staff, pupils or property
- Persistent disruption and refusal to follow adult instructions
- Racist or Homophobic behaviours, language or taunts
- Swearing with intent

These will result in removal from the classroom by a senior leader away from peers.

Depending on the severity of the incident, the intent of the pupil and remorse shown, this can vary **between ½ and two days 'internal exclusion' working with either the Deputy Principal or Principal**. It involves working through age-related materials in core subjects, including breaks to practice self-regulation techniques and reflect.





Roles and Responsibilities

The National Directors

The Monitoring and Evaluation Team evaluate the impact of the academy behaviour strategy on learning. The MET give feedback and identify next steps for the Principal and Regional Director.

The Regional Director

The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation.

The Principal

The Principal's role is to implement the Behaviour for Learning policy and to promote learning, self-discipline, respect for others and proper regard for authority. Oasis Community Learning expects the emphasis to be on encouraging and rewarding good behaviour.

The Principal must determine measures to be taken, with a view to:

- Promoting self-discipline and proper regard for authority among pupils;

- Encouraging good behaviour and respect for others, and preventing all forms of bullying
- among pupils;
- Securing that the standard of behaviour is acceptable; and
- Otherwise regulating the conduct of pupils

The measures can, to such an extent as is reasonable, include measures to regulate the conduct of pupils when they are not on the premises, and are not under the control or charge of a member of the Academy staff. This includes rules governing behaviour to and from the Academy.

The Principal is required to set out the behaviour for learning policy in a written document and publicise it by making it generally known to staff, pupils and parents. It must be brought to their attention at least once a year.

The Principal's policy should: -

- Define the standards of behaviour the Academy wants;
- Seek the widest possible agreement;
- Ensure that the standards are consistently and fairly applied; and
- Ensure that any sanctions are reasonable and proportionate to the offence, and enable pupils to make reparation where possible.

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to Academy Councillors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all pupils in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal or Deputy Principal, have the responsibility for giving fixed term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

The Behaviour Lead

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

The Phase Leaders

The phase leaders will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Safeguarding and Inclusion leader

The Designated Safeguard Lead and Deputy Principal will monitor the impact of the behaviour system termly and report to the Principal.

They will provide support and guidance to all staff when required and will liaise with outside agencies when additional support is deemed necessary.

It is the responsibility of these people to oversee provision and the support made available for individual pupils, who may, need time away from the usual mainstream class.

Class Teachers

It is the responsibility of the class teacher to ensure that the academy rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class teachers should have high expectations of the pupils in terms of behaviour and strive to ensure that all pupils work to the best of their ability.

The class teacher will treat all pupils fairly and enforce high expectations consistently. The teacher should treat all pupils with respect and understanding.

The teacher will follow the behaviour system, which should be displayed prominently in the classroom and is responsible for informing parents of the application of certain sanctions.

Teachers will monitor their incident reports and ensure all paperwork is correctly filed / logged.

Non-teaching Staff

All Academy staff have a responsibility to uphold the behaviour for learning policy.

Non-teaching staff should ensure that pupils move sensibly and quietly through the academy at all times helping to ensure a calm atmosphere in the corridors, classrooms and other academy areas.

Parents

Parents have a vital role to play in their pupil's education. It is very important that parents support their child's learning and co-operate with the academy. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

The Behaviour system is explained to all parents and available on the academy's web site.

We expect parents to behave in a reasonable and civilized manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Principal who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Safeguarding Lead, Deputy Principal and the Principal may then be involved. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Pupils

Pupils 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

Exclusions

The Principal and Deputy Principal has the responsibility of giving fixed term exclusions to individual pupils for serious acts of misbehaviour. For repeated or one very serious act of anti-social behaviour, the Principal may permanently exclude a child. The Principal may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Principal can convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. Generally, exclusions are used when a full range of strategies have been implemented and have not been effective. The range of strategies for pupils at risk of exclusion may include:

- Restorative practice
- Mediation
- Internal exclusion
- Managed move

In exceptional circumstances a pupil may be excluded for a 'one off' offence. These circumstances may include:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These instances are not exhaustive. The Academy Council in consultation with the Principal takes responsibility for all fixed or permanent exclusions. Oasis Community Learning procedures are followed.

Following a fixed term exclusion, a back-to-school meeting between the child, parents and Principal or other senior leader is held. The staff of the class to which the pupil belongs is made aware of the circumstances and given advice on how to behave towards the pupil when they come back to class. The school is required to provide full time education (off site or in a shared provision) for excluded pupils from the sixth day of any period of exclusion of six days or longer

Permanent Exclusion

A decision to exclude a pupil permanently, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence considered by the Principal to be an exceptionally serious one.

Equal Opportunities

In making and implementing this policy, account must be taken of the Academy's equal opportunity policies.

Pupils with Disabilities

The Academy aims to ensure that pupils with disabilities are not treated less favourably than other pupils and will endeavour to ensure that no exclusion of such a pupil has been caused directly or indirectly by the pupil's disability. Any exclusion of a pupil with a disability will be closely monitored both within the Academy and by the Academy Council Discipline Committee.

Pupils with Special Educational Needs

The Academy will pay due regard to the guidance in the Special Educational Needs Code of Practice and the Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need.

The Academy will aim not to exclude pupils with special educational needs and will aim to find alternative strategies that keep pupils with special educational needs who have behaviour problems in the Academy.

Lever 4: Behaviour Training and Professional Development

Academy Leaders	<ul style="list-style-type: none">○ Leaders are trained on using the appropriate procedure 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 make effective use of a range of Trust expertise: 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 create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.○ 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>We engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none">○ Mental Health First Aid for pastoral leaders○ Managing an investigation of an incident○ Restorative Practice/mediation○ Physical restraint training○ Attendance systems/structures○ Impactful parent meetings○ Multi-agency meetings

	<ul style="list-style-type: none"> ○ Managing grief ○ Managing self-harm ○ Preventing and dealing with bullying
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Monitoring and Review

The working of the policy will be monitored by the Principal and a report made to the Academy Council each term. All exclusions will be reported as part of the termly report.

Each Academy will report on the implementation of the policy to the Oasis Community Learning Board when requested. Exclusion statistics will be submitted to Oasis Community Learning termly.

The OCL policy will be reviewed at least every two years by the Oasis Community Learning Board. Any proposed revisions will be reported to the Academy Council for inclusion in the Academy's own policy. Oasis Academy Oasis Academy Short Heath will review its own policy having received the biennial policy from Oasis Community Learning.

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.

What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 1. The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal;

2. The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
 - The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
 - Corporal punishment is illegal in all circumstances
 - Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

Physical intervention

In our Academy, we have adopted the *Team Teach* approach to staff training. Most staff are fully accredited and update their skills/re-accredit every 3 years. We consider all staff to have a responsibility for pupil behaviour. The Team Teach training includes de-escalation techniques which introduce the use of RPI (Restrictive Physical Intervention) at an appropriate time, based on a range of other options. Staff working closely with pupils with SEN or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required. All Restrictive Physical Intervention incidents are recorded and stored centrally.

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.

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
- Potentially following 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
- 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](#)

Horizons

The Horizons project has provided every student with an iPad. 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. Failure to follow this policy may result in the device being confiscated or, in some cases, further consequences being imposed. This policy sits alongside the Horizons Home User Agreement found on our academy website and would have been signed by parents/carers in order to take the iPad off site.