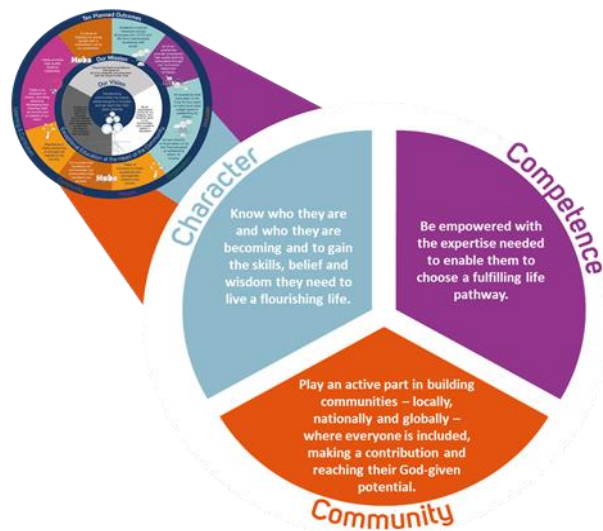




# Oasis Academy Skinner Street Behaviour Policy 2022/23



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## 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.

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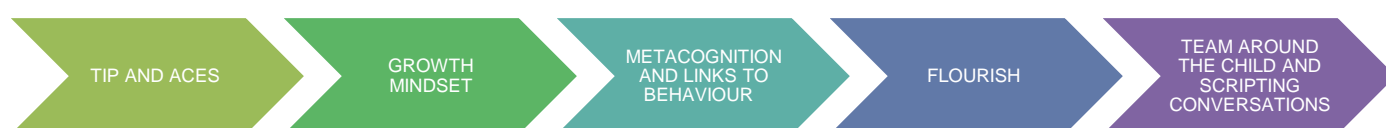
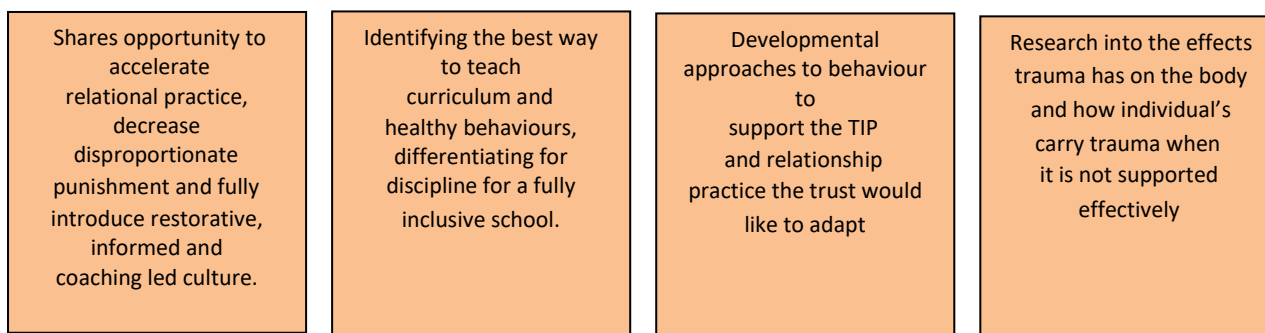
## **Introduction**

Oasis Academy Skinner Street (OASS), 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:

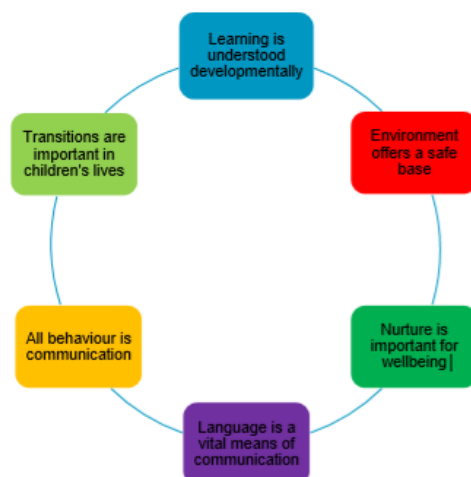
- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence 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 21<sup>st</sup> Century
- Develop their ethical approaches and values in their lives

## An Overview of Research Underpinning the Behaviour Policy for Learning

The OASS localised policy builds from the OCL curriculum integrating the 3 C's: Character, Competence, and Community and incorporates the drivers for inclusion, equality, relationships using Trauma Informed Practice 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.



At OASS, we understand that challenging behaviour can be understood as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and our staff work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life. These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.



The four principals that underpin our behaviour policy in line with trauma informed practice are Protect, Relate, Regulate and Reflect.

- **Protect:** As a school we are proactive in ensuring the ethos environment and relationships to not only **protect** all children from harm but actively promote positive emotional, mental health and social development.
- **Relate:** As a school we will ensure that all children have access to emotionally available adults who are able to build strong supportive, empathetic relationships provided informally and formally. We recognise the strength in building relationships with all members of the

school community. Safe, flexible and caring environments where positive relationships are seen as being fundamental

- **Regulate:** As a school we are committed to reducing stress and anxiety in children through providing consistent boundaries and expectations. All staff understand the importance of positive interactions and this underpins every communication within the school. A range of universal whole school approaches that enhance the wellbeing of all children and young people alongside targeted support that is proportionate and meets the needs of children and young people.
- **Reflect:** All staff understand the power in listening and are reflective and empathetic to all responses when addressing all those within the school community. Assessment and planning that has a focus on what has happened to an individual rather than what is wrong with an individual.

### The Oasis Educational 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.

## Oasis Trust Four 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	 <b>Harmonious climate for learning where all young people can flourish and thrive.</b>
1	<b>Academy Vision and Values</b>	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	<b>Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)</b>	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3	<b>Academy Behaviour Systems, Structures and Routines</b>	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, <b><u>consistently</u></b> and in line with the vision and values	
4	<b>Behaviour Training and Professional Development for staff</b>	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 OASS***

At Oasis Academy Skinner Street, our curriculum is built around the development of the 9 Oasis Habits which incorporate all the essential characteristics we believe our pupils require to lead happy, successful lives. Our pupils 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.

Our aim is 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.



Teachers ensure these 9 Habits 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 habit. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of pupil behaviour.

### **Oasis Ethos and the 9 Habits**

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community. 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.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

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 Skinner Street, we introduce the new habit at the beginning of each month and then teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour whilst revisiting previous habits. Our curriculum themes of Self and Community explore the habit on a deeper, personal level. We, as adults, embody the Oasis nine habits and use these to



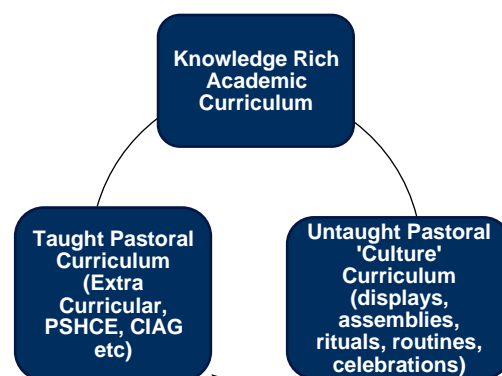
develop our skills when dealing with pupils and recap our knowledge and understanding of them through staff-briefing and CPD sessions. Within our behaviour approach they are used as a de-escalation tool and also as a reflective tool once regulation has occurred.

## 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, etc.)
  - Extra-curricular programme (e.g. before- and after-school clubs)



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 form time / family time, in corridor conversations, and in signs and symbols around school.

## Integrated Personal Development



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, PSHCE, 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.



**Character based education: Using the 9 habits metacognitively.**

This summary below, along with significant research into character development, highlights the importance of metacognition in learning. If we do not reflect on our own development and how we are feeling during that learning, we miss opportunities to further strengthen connections and embed schema.

[illegible]

Character is at the heart of the Oasis curriculum and plays a hugely important part in learning. For this reason, it is embedded within our integrated approach to personal development and a golden thread.

## 9 Habit lessons

Personal Development is woven into the curriculum in both thematic and discrete teaching. There is a weekly 30-minute character development session where the 9 habits are taught deliberately which ties into the 30-minute assembly content for that week. The 9 habits are also woven into every lesson through the Golden Thread of Character and also form the rewards section of the behaviour approach and celebrations.

## Annual organisation of Assemblies

Term	Annual Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Who am I and who am I becoming?	Who am I? 1	Who am I? 2	Who am I? 3	Who am I? 4	Who am I becoming? 1	Who am I becoming? 2	Who am I becoming ? 3
Autumn 2	Hopeful Joyful	Hopeful 1	Hopeful 2	Hopeful 3	Joyful 1	Joyful 2	Joyful 3	Joyful 4
Spring 1	Patient Compassionate	Patient 1	Patient 2	Patient 3	Compassionate 1	Compassionate 2	Compassionate 3	
Spring 2	Forgiving Considerate	Forgiving 1	Forgiving 2	Forgiving 3	Considerate 1	Considerate 2	Considerate 3	
Summer 1	Self-controlled Humble	Self-controlled 1	Self-controlled 2	Humble 1	Humble 2	Humble 3		
Summer 2	Honest	Honest 1	Honest 2	Honest 3	Recap of habits	Recap of habits	Recap of habits	End of Term

## Annual organisation of 9-habit character development session

Term	Habit Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Who am I and who am I becoming?	Welcome Week Content	SOY and Behaviour	9 Habit Focus	Habitudes	Assessment	My strengths	My analysis and targets
Autumn 2	Hopeful Joyful	Hopeful	Habitudes	Updating the log	Joyful	Habitudes	Updating the log	Presenting my strengths profile
Spring 1	Patient Compassionate	Patient	Habitudes	Updating the log and Presenting	Compassionate	Habitudes	Updating the log and Presenting	
Spring 2	Forgiving Considerate	Forgiving	Habitudes	Updating the log and Presenting	Considerate	Habitudes	Updating the log and Presenting	
Summer 1	Self-controlled Humble	Self-controlled	Habitudes	Updating the log and presenting	Humble	Habitudes		
Summer 2	Honest	Updating the log and presenting	Honest	Habitudes	Updating the log and presenting	Transition	Transition	Transition

## Annual organisation per year group of PSHE Objective within the curriculum chunks

Term	Chunk	Week	Hour 1	Hour 2	Hour 3	Hour 4
Autumn 1	Well-being	2	What is wellbeing? (KS2 What is mental health?)	Mental Health champions and appointments	Yoga	Self-Regulation Techniques and well-being quiz
Autumn 2	Heritage	9 (Before Citizenship and the World)	Rights respecting schools' content/ Break the cycle (with historical links)			National Links and Sharing
	Human Rights	14 (After Citizenship and the World)	School of Sanctuary content			National Links and Sharing
Spring 1	Safeguarding	16 (Before Heritage and Values)	Internet Safety Theme	Contextual SG	Contextual SG	National Links and Sharing
			Contextual SG content will be covered here and should be planned alongside the DSL			
Spring 2	Careers	27 (After STEAM)	Careers relevant to annual content taught and Oasis Global Links (National OCL Role models)		Exploring career and pathways relevant to local and national context. (National OCL Role models)	

## Annual organisation per year group of PSHE Objective within the curriculum themes

Theme	Autumn 1: Who am I and who am I becoming?	Autumn 2: Citizenship and the World	Spring 1: Heritage and culture	Spring 2: STEAM	Summer 1: Community	Summer 2: Performance
PSHE	Exploring feelings and emotions and looking at mental health and how we can stay mentally healthy. Exploring personal feelings, ambitions and goals and returning to these from previous years helps develop reflective skills, a sense of self and set targets for the year.	Teaching British Values of democracy, rule of Law Individual Liberty Mutual Respect and Tolerance. This fits within the citizenship and the world theme in understanding how these values have shaped the country in which we live. It builds on the history coverage from heritage week.	Keeping Safe carrying on from Safeguarding week. Covering all aspects of statutory PHSE Keeping Safe coverage.	Living in the wider world context- money sense, the role of women in design. Gender Equality Global Goal - International Women's Day assembly and links to art lesson Financial awareness.	Discrete SRE lessons (x3) covering statutory content. Learning about a diverse range of community figures and how we can be global citizens.	Being Healthy and growing physically and mentally.

### **Lever 3: Behaviour Systems, Structures and Routines**



At Skinner Street all classes from Early Years to Year 6 use the Good to be Green traffic light system. All children start the day on green and can move up onto silver, gold and platinum for demonstrating excellent behaviour throughout the term. Anyone who achieves these accolades will be rewarded during a Phase or whole school assembly to celebrate their success. Pupils can also move onto blue, yellow and then red for the opposite reason (see sanctions for more detail). Once on red, it may be appropriate to allow the pupil some time to reflect on their behaviour or de-escalate the situation.

#### **Rewarding Excellent Behaviour**

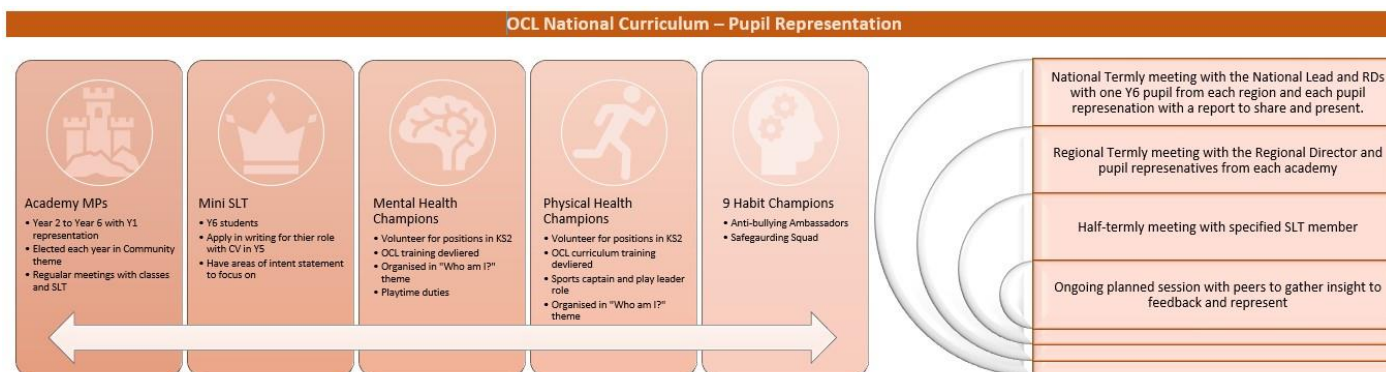
All our children are encouraged to be the best version of themselves and behaviours deemed to be above and beyond our minimum expectation of Green behaviour (Silver, Gold and Platinum Behaviours) are actively praised and rewarded using a range of the following strategies:

1. All staff offer positive and specific praise for all children on a consistent basis.
2. Additional verbal praise and celebration. In classes this may involve adding a visual to the child's name on the Good to be Green chart so that their behaviour can be seen and praised by all.
3. Postcards, emails or phone calls home.
4. Certificates are presented in Friday's celebration assembly from each class teacher to children in their class who have particularly impressed during the week. The certificates are for Star of the Week, Maths star of the week and Writer of the week.
5. 9 Habits certificates each week to celebrate demonstration of the habit of the month. Individual 9 Habit passports track children's achievements in working towards the age-related statement for each character trait. These can be signed by a teacher or stamped to collect rewards and stationery showing the habit icon.
6. House points are awarded for brilliant work or behaviour, to acknowledge outstanding effort or acts of kindness in school. All positive behaviour points/ house points are logged by the class teacher at the end of each day. The house points can also be linked to experience prizes such as an item from the house points shop or an activity where the children have the opportunity to 'cash in' their house points.



## Pupil Representation

As part of the holistic offer, every child at Oasis Academy Skinner Street will have the opportunity to 'be a student leader or mentor'. To ensure children have opportunities to do this in different areas of the Academy and curriculum over time a pupil representation model has been developed within the Trust and is outlined below. In having a model which is consistent across the Academy means we can build this fully into the curriculum themes and means children have the opportunity to represent themselves and their academies locally, regionally and nationally, further developing their sense of community and building cultural capital.



Pupil representation type	Job Description	How they join	Academy staff link	Regularity of meeting	Communications
Academy MPs	To be the voice of their year group. Relaying pupil voice from their year group to the academy SLT and vice versa. Linking with other Academy MPs in the region and across the Trust to share best practice. Pupils must be strong role models and able to represent their peers.	Pupils will write a personal statement as to why they would be a good choice for this role. Pupils to read this with to year group. The year group then votes for who they want to represent them.	SLT with one link member in the academy. PHSE Lead.	Twice a half term with academy link. Termly with SLT. Termly meeting with RD and National Lead.	Meetings, Teams.
Mini SLT - Y6 pupils	To enact the role of the SLT in the academy. Each member to have an area to focus on linked to the LOP and Curriculum Statement of Intent. Pupils must be a strong role model to others in the school. Pupils must be approachable.	Pupils will complete an application form and CV to the SLT. SLT will interview the candidates and select them for the role.	SLT – one member linked to each mini SLT member.	Half termly meetings with SLT.	Meetings, Teams
Mental Health Champions – 2	To support the well-being of other pupils through being vigilant of their peers in the classroom and playground. Being approachable and empathetic to others, being a positive role model.	The Academy Mental Health Champion will speak in the KS2 assembly about the role. Pupils will volunteer from KS2. Mental Health Champion to select the most suitable candidates after speaking to the volunteers. Volunteers will be trained by Academy Mental Health Champion.	Academy Mental Health Champion.	Weekly meetings with Academy	Weekly face to face meetings.
Physical Health Champions	To support the physical health of other pupils in the academy. To be ambassadors at playtimes and in the canteen. Encouraging healthy eating and organising playtime and lunchtime activities to encourage physical activity. Liaising with the Academy PE Lead, supporting with organising Sports Day and inter-academy competitions.	The PE Lead to speak about the role in KS2 assembly. Pupils will volunteer for the role. Volunteers will have a meeting with PE Lead and link SLT member. Volunteers will be selected and trained by PE Lead.	PE Lead and link SLT member.	Fortnightly meetings with PE Lead.	Fortnightly face to face meetings. Half termly Teams meetings with ambassadors from other academies to share best practice and organise inter-academy competitions.
9 Habits Champions	Pupils to enact and champion the 9 Habits in all they do within the academy. Pupils to encourage and support other pupils to the same. Pupils to link with the DSL to ensure all pupils feel safe within the academy. To be a pupil voice for their peers and feedback to the DSL.	DSL/PD role to explain the role in assembly. Pupils to apply via a personal statement giving examples of how they enact the 9 Habits. Pupils to be selected by the DSL and PD Lead. Pupils to receive training by the DSL and PD Lead for the role.	DSL and PD Lead.	Half termly meetings with DSL and PD Lead.	Half termly face to face meetings. Termly Teams meetings with ambassadors from other schools. Annual meeting with Jill Rowe.

## **Behaviour in and Around the Academy**

Areas/Times	Direction
Corridors Dining areas Playground Entry to the building and classrooms from break times Entry and exit from assemblies Toilets	All adults monitor and address any inappropriate behaviours swiftly ensuring the children remain safe at all times. Adults address the behaviours by giving examples of preferred behaviours.
Transitions <ul style="list-style-type: none"><li>• between classrooms</li><li>• between hall and classroom</li><li>• between playground and hall</li><li>• between lessons</li></ul>	Adults with children reiterate walking in a straight line, single file and not talking.
On educational trips – including coach travel, pavement walking, visiting museums/other places of interest Outside visitors to the Academy	All staff working with children constantly reinforce (through briefings before events) the importance of how to represent themselves and the academy and Oasis. Positive feedback is shared in assemblies and staff briefings to reiterate this.

### **Effective routines for classroom organisation**

- Transition between and within lessons by clarifying expectations and having set routines (e.g. 1/2/3, chants, songs, coral response techniques)
- materials labelled and students able to access them independently
- ease of movement and furniture arranged to best effect
- whiteboard easily seen
- displays of a high quality, that celebrate the work and achievement of the students
- classroom clean, tidy and welcoming

### **Expectations of behaviour during learning**

- use praise appropriately and reinforce the Academy's rewards system
- use imperative language (e.g. 'Thank you' for sitting down)
- challenge unsatisfactory behaviour
- keeping a peripheral vision of the whole class
- provide students with clear choices about their behaviour
- deal with student behaviour consistently/fairly
- consciously use body language to display authority and confidence
- time activities for the students
- give regular description positive feedback on student behaviour
- use a calm and modulated voice
- clarity about how different strategies for learning are managed
- use of non-verbal signs to stop
- tactical ignoring



### **When Behaviour is unacceptable and disrupting learning:**

1. The child will be given a clear verbal warning, strategies will be used to identify cause of behaviour if appropriate.
2. If the behaviour continues, their name is moved to **blue** and thinking time is given for the child to positively change their behaviour. This is to provide the child with processing and take up time in order to make positive changes to their behaviour.
3. If the behaviour continues, their name is moved to **yellow** and strategies discussed to support positive behaviours.
4. If the behaviour continues despite having been given opportunities to change their behaviour, the child will be given a clear verbal warning for **red** and a red card will be issued.
5. If it is deemed appropriate a child may be removed to a partner class for 10 minutes at this stage to provide the child with time away from the situation or classroom and to process what has happened.
6. If ending the session in **red**, 5 /10 minutes of the next playtime is missed for a restorative reflective conversation to be had regarding the behavioural event and the completion of a reflection sheet to discuss their behaviour and how the adults can support them to make better choices.
7. If ending the day in **red**, 5/10 minutes of the next day's next playtime is missed and the end of day colour is recorded on the class chart.
8. If the teacher is concerned that too much time is spent in **red** and behaviour is not showing improvement then the Phase Leader and other members of SLT are informed and a decision is made as to whether the child's behaviour is monitored for a period of time or if a Positive Behaviour Support Plan should be put into place. Parents will be advised of this and will be invited to a joint meeting with their child to discuss their behaviours.

Yellow behaviours are those which are at a low level and have the potential to disruptive the learning of others. Every child will be clearly reminded verbally and given an opportunity to change their behaviour before a Yellow card is issued. Every child will begin each new day on Green regardless of the colour card they finished on the day before.

Examples of Yellow behaviours include, but are not limited to:

- Swinging on chairs
- Disrupting learning and focus
- Persistent calling out
- Using unkind words
- Inappropriate corridor behaviour

Red behaviours are repeated yellow behaviours following support and positive diffusion or one off high level behaviours. Red behaviours include, but are not limited to:

- Physical harm to another
- Swearing
- Refusal to follow adult instruction
- Running in corridors
- Dangerous behaviour that could put the child or others at risk of harm or injury
- Persistent unkind words and conduct towards others
- Damaging property.

All behavioural incidents are judged in isolation and considered in context before a consequence is issued – this will often be dependent on age, circumstances relating to the incident and consideration of context.

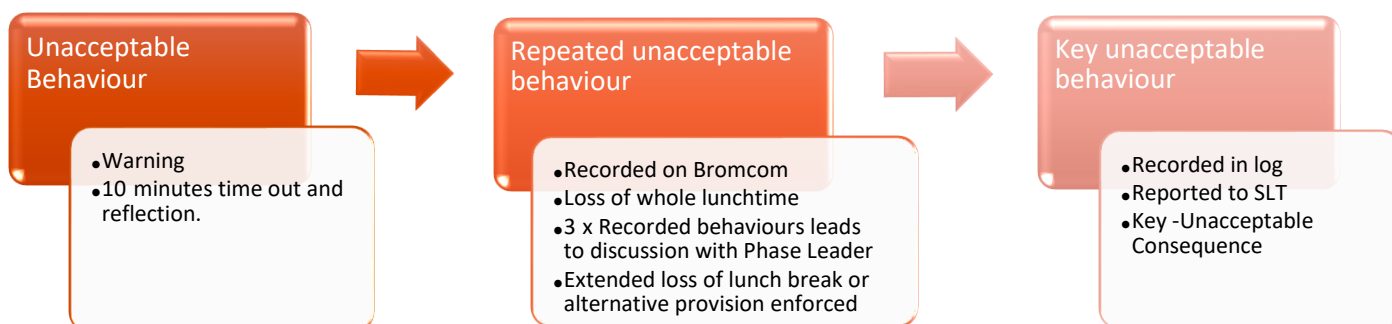
These behaviours may result in removal from class or unstructured times in an alternate key stage away from peers. Depending on the severity of the incident, the intent of the pupil and remorse shown, this can vary between ½ and two days. It involves working through age related materials in core subjects, including breaks to practice self regulation techniques and reflect.

### How we manage behaviour at break and lunchtimes

Our playground rules are

- We are honest
- We are gentle and care for the playground
- We listen and play well with others
- We are kind and helpful

When a child is disrupting or choosing poor playground behaviours the sanctions are as follows:



### Restorative Justice

Restorative justice enables a wider view of academy discipline. For restorative justice we think beyond pupils 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 to way to help pupils understand and discuss those harms. Through meetings pupil learn how to repair them. The aim is to lead to transformational changes in pupils' lives as well as their schools and communities. 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.

### Resources



## **Scripting responses**

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 child. 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 child can move forward with a particular goal or issue. Scripting a conversation (especially after an incident once a child is regulated) allows us to choose particular words and example 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. It also allows us to ask questions regarding a child's behaviour to spot trends or consider triggers and gives children the opportunity to discuss their feelings, emotions, and reasons – all valid to themselves even if unacceptable.

## **De-escalation and diffusion strategies**

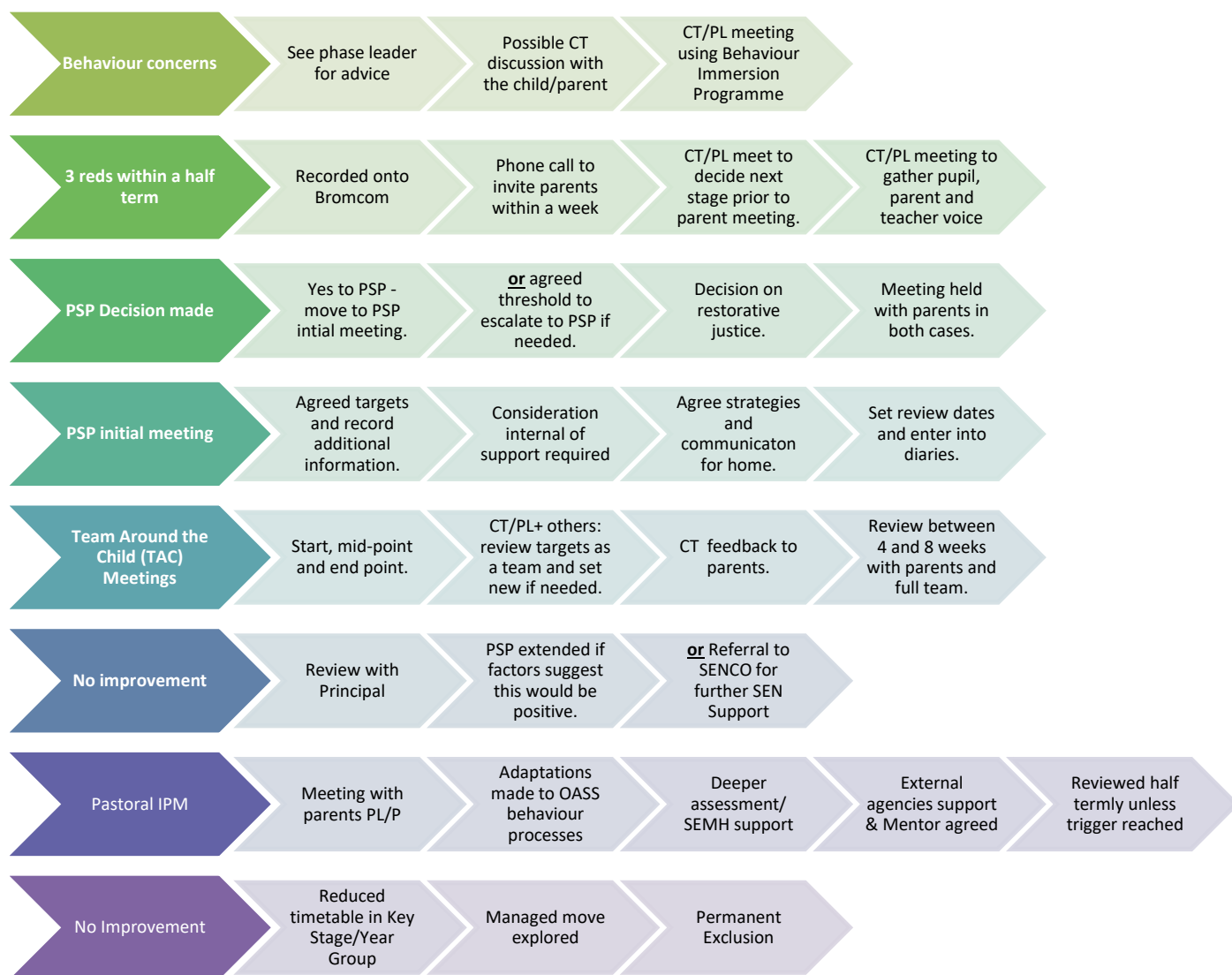
De-escalation techniques are used to reduce the impact of poor behaviour. More specifically:

- using non-verbal cues
- allowing adequate personal space
- using active listening
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour

## **9 Habit De-Escalation Tool:**

Ok, so something has happened to make you feel [.....]? Can you help me understand what emotion you would prefer to be feeling?	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?	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?
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?	Which one of the 9 Habits wouldn't really be helpful to you right now? Tell me why.	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.
Is there one thing you could do right now that could make things better or different?	If you could ask anyone to help you right now, who would you ask and what would you ask?	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?

## The Behaviour Escalation Process



## **Positive Behaviour Support Plans (PBSPs)**

BSPs are used for when repeated negative behaviours occur for a pupil and the consequences of the Academy are not enough alone to change and modify behaviour. They can last between 4 and 8 weeks and are written in collaboration with pupils, parents and staff. PBSPs are structured in the following format:

Structure	Content
<b>Overview</b>	Pupil details, know triggers, staff involved, SEND needs
<b>Rewards and Sanctions</b>	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger).
<b>Targets</b>	Based on the above modification and set with clear measurable criteria.
<b>Support</b>	Additional internal support agreed (e.g. social interaction groups, lunch time groups, ELSA support)
<b>Trigger Agreed</b>	Actions agreed if behaviour escalates in the PBSP period
<b>Meeting Minutes</b>	Sections to structure meetings between stakeholders and pupils in the PBSP period

## **Individual Provision Maps (IPMs)**

Some children have additional needs with the SEMH continuum, which means that supporting them with their behaviour needs a longer-term approach with a modified system within the academy. For these children a PSP may have been unsuccessful and, in this case, a behaviour IPM is initiated and the child is entered onto the SEND register. PBSPs are structured in the following format

Structure	Content
Overview	Pupil details, know triggers, staff involved, SEND needs
Historical Data	An overview of the pupils previous behaviour journey to help set the context and guide the meeting. This will include a breakdown of the behaviour record from Bromcom and any other relevant anecdotal evidence from all parties.
Detailed personal behaviour overview	Using the stages of behaviour (Anxious, defensive, crisis, recovery, depression, debrief) the personal behaviours exhibited are outlined. Helpful and unhelpful strategies are then added next to each one to focus in on how best to support the pupil.
Pupil, parent and academy voice	This is an additional platform to allow all parties to add anything in here that they feel has not already been covered in the sections above.
Rewards and Sanctions	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger).
Support	Now we are at IPM stage additional external support will be sought. This may include Educational Psychologist support, Outreach team, Medway Inclusion School Support Group etc. Other internal support may also be included here: ELSA Support, Restorative Justice, small interaction groups.
Mentor	A member of the Academy Leadership Team (ALT) will be named as a mentor for the student. This includes a morning check in and a 15-30 minute pastoral review session each week.

<b>Targets</b>	Based on the above modification and set with clear measurable criteria.
<b>Trigger Agreed</b>	Actions agreed if behaviour escalates in the IPM period
<b>Meeting Minutes</b>	Sections to structure meetings between stakeholders and pupils at each half term.

### **Pupil Passports (links to SEN)**

Some children have additional needs, which means that supporting them with their behaviour needs a longer-term approach with a modified system within the academy. A Pupil Passport may be created alongside the support and advice of the Academy SENCo.

Structure	Content
<b>Overview</b>	Pupil details, know triggers, staff involved, SEND needs
<b>Historical Data</b>	An overview of the pupils previous behaviour journey to help set the context and guide the meeting. This will include a breakdown of the behaviour record from Bromcom and any other relevant anecdotal evidence from all parties.
<b>Detailed personal behaviour overview</b>	Using the stages of behaviour (Anxious, defensive, crisis, recovery, depression, debrief) the personal behaviours exhibited are outlined. Helpful and unhelpful strategies are then added next to each one to focus in on how best to support the pupil.
<b>Pupil, parent and academy voice</b>	This is an additional platform to allow all parties to add anything in here that they feel has not already been covered in the sections above.
<b>Rewards and Sanctions</b>	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger).
<b>Support</b>	Now we are at IPM stage additional external support will be sought. This may include Educational Psychologist support, PRU outreach team, Family Support worker etc. Other internal support may also be included here: Thrive, Play Therapy, Restorative Justice.
<b>Mentor</b>	A member of the leadership team will be names as a mentor for the student, This includes a Monday morning check in and a 15-30minute pastoral review session each week.
<b>Targets</b>	Based on the above modification and set with clear measurable criteria.
<b>Trigger Agreed</b>	Actions agreed if behaviour escalates
<b>Meeting Minutes</b>	Sections to structure meetings between stakeholders and pupils at each half term.



## **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)

<b>Type of bullying</b>	<b>Definition</b>
<b>Emotional</b>	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic,
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
<b>Cyber-bullying</b>	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 (See IPM process above).
- 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.

## Roles and Responsibilities

<b>Academy Leaders</b>	<ul style="list-style-type: none"> <li>• Leaders are trained on using academy data systems to ensure behaviour monitoring is robust and effective.</li> <li>• 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.</li> <li>• 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.</li> <li>• Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.</li> <li>• Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.</li> <li>• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.</li> <li>• Leaders make effective use of a range of Trust expertise: <ul style="list-style-type: none"> <li>○ Monitoring Evaluation Team</li> <li>○ Directory of Best Practice</li> <li>○ National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students’ pastoral learning.</li> </ul> </li> <li>• Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.</li> </ul>
<b>Academy Staff</b>	<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"> <li>• ACES</li> <li>• Relational Approaches to Behaviour</li> <li>• Mental Health First Aid for pastoral leaders</li> <li>• Managing an investigation of an incident</li> <li>• Restorative justice/mediation</li> <li>• Physical restraint training</li> <li>• Attendance systems/structures</li> <li>• Reintegration following fixed term exclusions</li> <li>• Effectively issuing a report/tracker</li> <li>• Impactful parent meetings</li> <li>• Multi-agency meetings</li> <li>• Managing grief</li> <li>• Managing self-harm</li> <li>• Preventing and dealing with bullying</li> <li>• Parental classes</li> <li>• Sexual orientation, gender identity LGBTQ empowerment</li> </ul>
<b>De-escalation &amp; Diffusion</b>	<p>Engaging with positive handling training and Team Teach training as necessary.</p> <p>Scripting</p> <p>Key staff complete Team Teach (positive handling) training and all staff are trained internal on the laws and legislation around using reasonable force in schools.</p>
<b>Restorative practice</b>	<p>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.</p>

## Bromcom: using the expertise of technology to be behaviour experts

Oasis Academy Skinner Street uses Bromcom to record both positive and negative behaviours. All events that are to be reported on are recorded within Bromcom by staff members. Positive rewards are recorded for each individual child and end of day individual awards can also be recorded which triggers the certificates. Negative Pathways have been created in line with the protected characteristics and consequences have also been developed so they are allocated to reported incidents.

### Discriminatory Events

All incidents that occur which are linked to the protected characteristics are to be recorded on Bromcom. They will be categorised as either CAT 1,2 or 3.



### Discriminatory Incidents

It is not possible to create a definitive list that describes discriminatory incidents completely, it requires a degree of professional judgement and interpretation. However, the categories below are designed to be used to interpret discrimination based on the protective characteristics of:

Gender

Sexual Identity

Race

Transgender/Gender Diversity

Ethnicity

Religious Affiliation (or not)

### 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

## Consequences: Primary

<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 4</b>	<b>Tier 5</b>	<b>Tier 6</b>
Highest level of the in-class or break time consequence	Removed from the classroom/ break-area	Internal Suspension/ SLT removal	Repeated Internal Suspension (% of learning lost >10%)	<i>Negotiated Transfer/ Managed Move</i>	<i>Permanent Suspension</i>
Missing Break	Missing Reward time	Repeated Internal Suspensions (% of learning lost <10%)	<i>Fixed term Suspension</i> <i>Part-time timetables &gt;50% limited period</i>	<i>AP Placement</i> <i>Part-time timetables &lt;50% longer term</i>	

## **Lever 4: Behaviour Training and Staff Professional Development**

### **Horizons**

Every student will be provided with an iPad as part of the Horizons project. The project supports the vision of equal opportunities for all by ensuring equality of access to technology and the resources and knowledge that it facilitates. The device remains the property of Oasis Community Learning at all times. All users must adhere to the rules around appropriate usage. Failure to do so may result in the device being confiscated or, in some cases, further consequences being imposed.

#### *Issuing*

- 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.
- 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.

#### *Using the Device*

- Students are allowed to configure and customise the device as if it were their own, on the understanding that the exterior surfaces of the device and case are maintained in the same condition as when issued to them.
- Students must bring their device, charger and headphones in to the Academy every day ensuring that it is fully charged. Failure to do so affects students' learning opportunities and is disruptive for teachers supervising classes.
- Headphones should be wired; air pods are not permitted as they can be used wirelessly in ways that may disrupt learning.
- 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.
- There are no spare devices so they will need to work on paper for the day. Parents/carers may also be called and asked to bring the device to the Academy.
- The device will connect automatically to the Academy's Wi-Fi. Students are free to use their own Wi-Fi when at home.
- They are free to use the device at home as if it were their own, subject to the rules around appropriate usage. They can therefore use the device to follow personal interests outside of the Academy.

#### *Online Safety*

- Restrictions to certain internet sites will be restricted in line with the behaviour and E-Safety 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 and 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.
- 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

### *Keeping the Device Safe*

- The device will be given to students in a rugged case. The device must be kept in this case at all times.
- Students should transport the device safely using a school bag for additional protection.
- Devices should never be left unattended – in the Academy or elsewhere.
- The Academy will provide a safe place for devices to be stored at times when they might not be needed e.g. a PE lesson
- The device remains the responsibility of the student at break and lunch. Extra care must be taken at these times to ensure that it is not damaged.
- The device is protected by a four or six digit pin number. The pin should only be known by the user and never shared with others. This pin can be remotely re-set by Oasis IT Services if forgotten by the user. When not using the device, students should ensure the case is closed to activate the passcode.
- Users may also choose to make use of the biometric fingerprint reader used to unlock the device. This is optional and the digital representation of the fingerprint is not available to Oasis or IT Services. It is stored only on the device and will be deleted when the device is returned after use.

### *Damage, Loss, and Theft*

- The devices are insured against theft or accidental damage. However, parents/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.

### *Misuse*

- The device is a tool for learning. Therefore, access to it will never be used by the Academy as a consequence for poor behaviour unless the incident directly relates to the misuse of the device itself, another student's device or if the incident was perpetrated through the use of the device.
- Any student using the device inappropriately or failing to look after it adequately may have it taken away from them or only be able to use it whilst under staff supervision. The Academy reserves the right to prevent devices being taken home each evening if there are concerns that it is being misused whilst at home.

- - In certain circumstances the Academy will also surrender a device to the police in order to assist in the detection or prevention of crime.
  - Should an authorised user fail to return a device when requested e.g. when leaving the Academy, Oasis will follow up and may take legal proceedings to recover the costs of a replacement.
  - Users are not permitted to take the device outside of the UK without written permission from the Principal.
  - The device must be used in the classroom as directed by the teacher – students must listen to instructions and do exactly as requested, including placing the device down and closed when required. Students must not use the device when the teacher gives the instruction, “devices down”.
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### *Horizons – Golden Rules*

1. Bring device, charger and wire headphones to the Academy every day.
2. Ensure it is charged overnight every day.
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. There will be consequences if you choose to use it improperly.
6. Ensure you set the 6 digit password (and biometric fingerprint if you wish).
7. Never leave the iPad unattended without closing the case.
8. Follow all teacher instructions on using the iPad in class. The words “devices down” indicates that it must be placed on the desk and left alone for that part of the lesson.
9. You must upload the Safer Schools App – this will give you important and regular safeguarding updates.
10. The iPad remains the property of Oasis. It must be returned whenever requested

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## **Legislation and Statutory Requirements**

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

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

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

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

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that Academies should publish their behaviour policy and anti-bullying strategy online – to ensure that staff, students and parents are informed

### *Discipline in our Academies – teachers' powers: Key Points*

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the Academy  
Teachers have a power to impose detention outside Academy hours. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can confiscate students' property (More detail later in the policy)

### *Consequences for poor behaviour: What the law allows*

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

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- 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 Regional Director should undertake a check on Academy physical restraint records regularly. These should be available on CPOMS and in the Bound Red and Numbered Book.

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**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. A risk assessment will be undertaken identifying all possible risks to the child or young person and will be regularly updated by the professionals involved in the child's education.

**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; in the case of Oasis Academies a member of the Safeguarding Regional Team will undertake the training of identified staff in line with the training they undertook by Dynamis Training and Insight (<https://www.dynamis.training>). The National Safeguarding Team will be able to provide further support and guidance to Oasis Academies; Dynamis Training and Insight is registered with BILD – BILD ACT RRN Certified Training. 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 or radios must be carried to keep the staff member safe and enable communication)
- Strategies for diffusing and de-escalation and returning the student safely to the Academy (This may involve staff training)
- Informing the parents or guardians
- Informing the police – if the student cannot be found

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- 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 by the Academy Principal. 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](#)

### *Suspensions*

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 suspension is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period suspension (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 a suspension, an Academy should reflect on its level of inclusivity – “Can we do anything differently to avoid permanent exclusions?” See: [OCL Exclusions Policy](#)

### *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](#)