



**November 2020**

**OASS Behaviour for Learning Policy**

**Last Updated: 02/11/2020**

**Localised Academy Version: 1.0**

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

## Introduction

Oasis Academy Skinner Street, as part of 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 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 wellbeing.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21<sup>st</sup> Century
- Develop their ethical approaches and values in their lives

## The Oasis Education Charter



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

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

**The Oasis Behaviour Policy is underpinned by 4 key levers:**

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

	Lever 	Academy Leaders 	Academy Staff	 <b>Harmonious climate for learning where all young people can flourish and thrive.</b>
<b>1</b>	<b>Academy Vision and Values</b>	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure overcommunication, 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	
<b>2</b>	<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	
<b>3</b>	<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	
<b>4</b>	<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	
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## LEVER 1: ACADEMY VISION AND VALUES

### Character Education at OASS

At Oasis Academy Skinner Street, our curriculum is built around the development of the Oasis Ethos and the 9 Habits.

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

Our School Vision is: Inspire, Challenge, Achieve.

### Oasis Ethos and the 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community. <https://www.oasiscommunitylearning.org/who-we-are/vision-andvalues>

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. (See Appendix D)

At Oasis Academy Skinner Street, we embed the nine habits in our learning and curriculum, through assemblies and refer to them in our everyday academy life. 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.

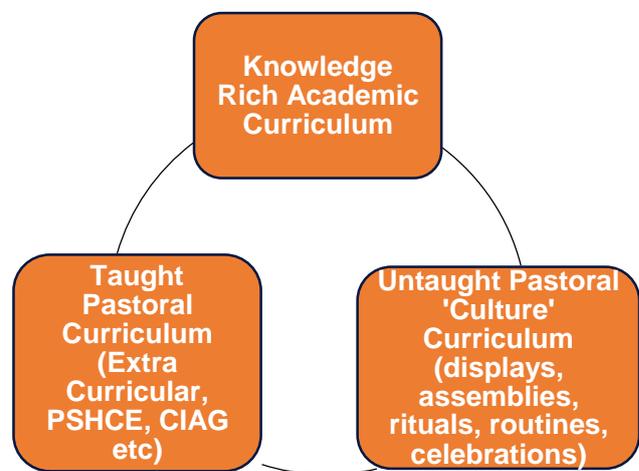
## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

### Character Education at OASS

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

1. The 'taught' character curriculum:

- CEIAG (careers education, information, advice, and guidance)
- PSHCE (physical, social, health and cultural education)
- Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
- Extra-curricular programme (e.g. before- and after-school clubs and societies)



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. This is often summed up as 'the way things are around here'



#### Extra Curriculum Provision:

Netball, curling, yoga, Glee Club, Sewing and Textiles, Gardening Club, ICT Coding Club, Cookery, Boxing, Art Club.



#### Experiences:

Wildwood, Rochester Guildhall Museum, The Historic Dockyard, The Great Lines, London Aquarium and many more.

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

#### How we manage behaviour at Oasis Academy Skinner Street

- All classes from Early Years to Year 6 use the Good to be Green chart.
- All children start the day on green and aim to remain there.
- Students can be given a blue card to reflect on their behaviour, and then a yellow to warn them their behaviour is not acceptable.
- If the behaviour continues or is deemed serious enough they can be given a red card, it may be appropriate to allow the student some time to reflect on their behaviour or de-escalate the situation by removing the child to a paired class for 10 minutes.
- Behaviour is recorded on CPOMS and monitored for patterns.

#### Behaviour Rewards

1. All staff offer **positive and specific praise** for all children on a consistent basis.
2. Each week a student from each class is nominated for their contribution to character and awarded a **Habit Award** from the Oasis 9 habits, these are presented in assembly with parents and carers.
3. Each week, one student is nominated for a Star of the week award which recognises they embody the character and values of the Academy.
4. Students are able to work towards a Silver, Gold and Platinum Good to be Green reward once they have accumulated Good to be Green points.

### Additional Rewards

1. Each week students are awarded Star Writer awards and Star Maths awards as well as their individual awards from Accelerated reader and Times Table Rockstars.
2. Students receive raffle tickets for attendance days, which enter into a weekly Additional rewards can also be achieved in each term for 100% attendance and for improved attendance.
3. For acts of significant achievement in supporting community, outstanding academic achievement, teamwork and sport/music/drama achievement, an annual awards event will take place in July. Annual Oasis Awards are celebrated at the end of each year for students in Years 5 and 6, where children nominate themselves or each other for the award celebrated by Oasis biannually at the national awards ceremony.

### When behaviour is unacceptable and disrupting learning:

1. The child will be given a clear verbal warning.
2. If the behaviour continues, they are given a **blue** stop and think card. 3. If the behaviour continues, the child will be given a **yellow** warning card.
4. If the behaviour continues, they are given a **red** card. Reflection sheets are completed with the adult who issued the red card.
5. If the behaviour continues and it is deemed appropriate a student may be removed to a **partner** class for 10 minutes at this stage.
6. If ending the session in **red**, 5/10 minutes of the next play or lunch time is missed. Reflection sheets are completed with the adult who issued the red card.
7. If ending the day in **red**, 5/10 minutes of the next day's next play or lunch time is missed. Reflection sheets are completed with the adult who issued the red card.
8. If the teacher is concerned that too much time is spent in **red** and behaviour is not showing improvement then the Phase Leader is informed and a decision is made as to whether a Positive Behaviour Plan should be put into place. If a student receives a red card 5 times within a given timeframe, the parents and student will be invited to a meeting with the Behaviour Lead.

### **Our Key Unacceptable Behaviours 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
- Exiting the Academy site

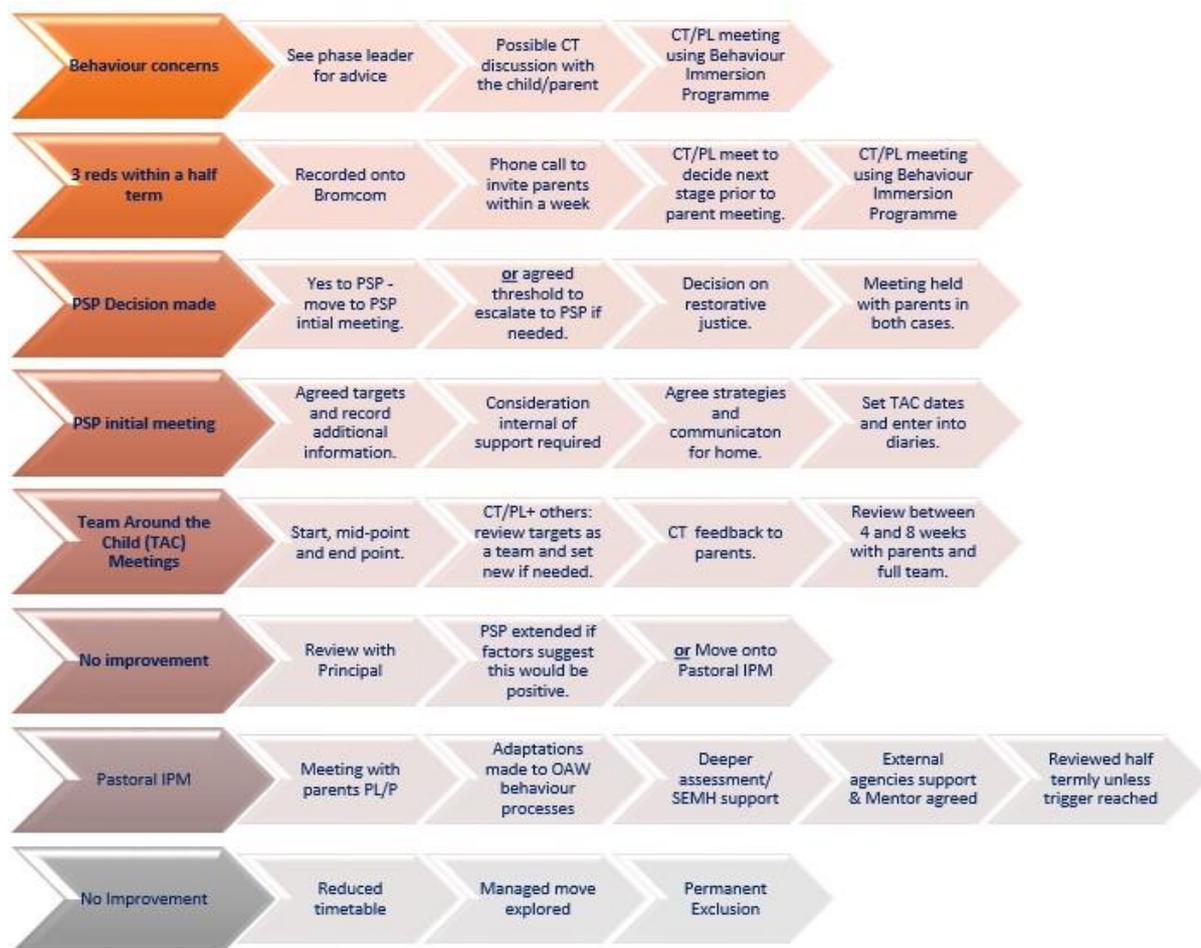
These result in removal with a senior leader away from peers. Depending on the severity of the incident, the intent of the pupil and remorse shown, this can vary between ½ and two days. It involves working through age related materials in core subjects, including breaks to practice self-regulation techniques and reflect.

The duration of the internal or external exclusion is a decision made by the Principal depending on the severity of the incident following an investigation.

As a staff we have reflective and restorative conversations with the pupils to reflect on their behaviours.

The purpose of these conversations is for the pupil to take ownership of their behaviours, and with support change these. These conversations take place with the adult who issued the red card and a reflective sheet is used with the child to record the discussion.

## The Behaviour Escalation Process



## Personal Support Plans (PSPs)

PSPs are used for when repeated negative behaviours occur for a pupil and the consequences of the zone-board are not enough alone to shape and modify behaviour. They can last between 4 and 8 weeks and are written in collaboration with pupils, parents and staff. PSPs 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 group)
<b>Trigger Agreed</b>	Actions agreed if behaviour escalates in the PSP period
<b>Meeting Minutes</b>	Sections to structure meetings between stakeholders and pupils in the PSP 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. PSPs are structured in the following format

Structure	Content
<b>Overview</b>	Pupil details, know triggers, staff involved, SEND needs
<b>Historical Data</b>	An overview of the pupil's 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 in the IPM period
<b>Meeting Minutes</b>	Sections to structure meetings between stakeholders and pupils at each half term.

## 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:



### Ambassadors

Ambassadors are recruited annually from Year 6 pupils. There is an emphasis on exemplary students in terms of behaviour, character and attendance. Their roles supportive, enabling pupil voice in aspects of Academy life. They work alongside teachers and leaders to ensure routines, behaviours and characteristics are highlighted on a daily basis. They apply in writing and are selected by interview process. Once chosen their roles and responsibilities will be outlined with clear expectations as part of the following teams:

- Celebration Assembly Team: Lead the Celebration Assemblies, sharing the successes of pupils within the academy with parents and carers.
- Smart School Council: Ambassadors seek opinion and take part in pupil voice activities. This helps inform policy and procedure by keeping the child in mind.
- Parent Tours: Ambassadors share the successes of the Academy with prospective parents and pupils.

Training, guidance and support is provided throughout their role by the Principal, however, there is scope for the Ambassadors to contribute and introduce initiatives through discussion and pupil led proposals. Ambassadors are encouraged to become independent in their roles throughout the year. Their day-to-day roles are guided by the Principal through regular meetings. Feedback from the Ambassadors is delivered through assemblies and through the Principal in SLT meetings and in staff briefing.

## Behaviour in and around the Academy

Areas/Times	Direction
<ul style="list-style-type: none"> <li>• corridors,</li> <li>• dining areas,</li> <li>• playground/yard,</li> <li>• entry to the building and classrooms from break times,</li> <li>• entry and exit from assemblies</li> </ul>	<p>Prefects are elected each year and take responsibility for monitoring the following:</p>
<ul style="list-style-type: none"> <li>• ☐ transitions between classrooms</li> </ul>	<p>Adults with children reiterate walking in a straight line, single file and not talking.</p>
<ul style="list-style-type: none"> <li>☐ on educational trips – including coach travel, pavement walking, visiting museums/other places of interest, with</li> <li>☐ visitors</li> </ul>	<p>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 his.</p>

## Effective routines for classroom organisation

- Greeting pupils at the door
- Transition between and within lessons by clarifying expectations and having set routines (e.g. 1/2/3, SLANT)
- 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

## De-escalation and diffusion strategies

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

- using non-verbal cues
- allowing adequate personal space
- using active listening
- using the Vital Relational Functions (VRFs) from Thrive training to Attune, Validate, Contain, Soothe or Regulate pupils emotions and behaviours\*
- 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 □ See the Oasis 9 Habits De-escalation Tool in the Appendices

## Oasis 9 Habits De-escalation Tool

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

### Anti-bullying guidance

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

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

Bullying can include: (including definitions from the NSPCC)

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

Details of OCL's approach to preventing and addressing bullying are set out in our AntiBullying 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>The National Directors</b>	The Monitoring and Standards Team evaluate the impact of the academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
<b>The Regional Director</b>	The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation
<b>The Principal</b>	The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the academy
	environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
<b>The Behaviour Lead</b>	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 behaviour lead will work with the Prefect team to development peer coaching on behaviour. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

<b>The Phase Leaders</b>	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.
<b>Teaching Staff</b>	<p>Staff are responsible for:</p> <ul style="list-style-type: none"> <li>• Being role models of positive behaviour</li> <li>• Reminding students of key unacceptable behaviours and the rules</li> <li>• Implementing the behaviour policy consistently</li> <li>• Providing a personalised approach to the specific behavioural needs of particular pupils</li> <li>• Recording behaviour incidents</li> </ul> <p>The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.</p>
<b>Parents</b>	<p>Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and academy is vital for the promotion of an effective behaviour protocol. Parents should be consulted when an aspect of the academy's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed). Parents are expected to:</p> <ul style="list-style-type: none"> <li>• Support their child in adhering to the pupil code of conduct</li> <li>• Inform the school of any changes in circumstances that may affect their child's behaviour</li> <li>• Discuss any behavioural concerns with the class teacher promptly</li> </ul>
<b>Students</b>	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

## Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

<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 Standards 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>
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<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>• 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>Deescalation &amp; Diffusion</b>	<p>Engaging with positive handling training and Thrive training as necessary. All staff receive a level of Thrive training from a Thrive trainer across the year and some staff complete the full 10 days licenced practitioner training. Key staff complete 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>

## Legislation and Statutory Requirements

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

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

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

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

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

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

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

### Consequences for poor behaviour

#### What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  1. The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
  2. The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
  3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

### Physical intervention

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

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

- Causing disorder that disrupts learning
  - Hurting themselves or others
  - Damaging property that leads to the injury of others
- Incidents of physical intervention must:
- **Always be used as a last resort**
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

### Recording of physical intervention

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

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

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

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

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

### Absconding – leaving without permission

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

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children

- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

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

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

### Malicious allegations

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

### Confiscation

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

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

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

### Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final

and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other inschool measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

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

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