



OALP Behaviour for Learning Policy

November 2020

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

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Introduction

OALP, 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 well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century.
- Develop their ethical approaches and values in their lives.

The Oasis Education Charter

Ethos	+	Learning	+	People	+	Purpose	+	Inclusion	+	Curriculum
Rooted in what we believe		Who am I? Who am I becoming?		Exceptional strength and opportunity		In partnership with our communities		Driven through passion		The heart of educational provision

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

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

Academy Ethos

At OALP, our strong ethos of inclusion and pastoral care reinforces our commitment to looking after and developing the 'whole' child. Our curriculum supports the development of skills, knowledge and character. We expect our students to participate in the many enrichment opportunities provided to enrich their own and the lives of others, and be professional by committing to a life of learning, taking pride in their appearance, being present, punctual, prepared, and taking advantage of leadership and enterprise opportunities. We celebrate individual talents and abilities, developing confident, independent students who enjoy life-long learning.

Our Values

We identify and develop the gifts, talents and interests of all our students. Our curriculum and extended opportunities enable all students to engage in their education. They enjoy learning and achieve success. We help them learn how to be healthy and stay safe. They make positive

contributions to their Academy, their community and the wider world. They develop spiritual, social, physical, emotional and economic well-being. The achievements of all our students are valued.

Summary of the 4 OCL Behaviour for Learning Levers

The Oasis Behaviour Policy is underpinned by 4 key levers:

1. **Academy Vision and Values**
2. **Personal Development Curriculum** (Oasis Ethos, 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	
1	Academy Vision and Values	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver.	Harmonious climate for learning where all young people can flourish and thrive.
2	Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values.	Deliver the curriculum effectively and inspirationally.	
3	Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values.	Implement, the Academy's behaviour systems, structures and routines, <u>consistently</u> and in line with the vision and values.	
4	Behaviour Training and Professional Development for staff	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training.	

Lever 1: Academy Vision and Values

R.E.A.C.H Values at OALP

Academy Vision:

“To deliver the best possible education, care and support to all our young people so that they may go on to live happy, healthy and successful lives.”

Our Message to our young people that we serve is simple:

“We want the best for you and for you to become the best version of yourself that you can be whilst you are with us, so that you are able to have a happy and successful life.”

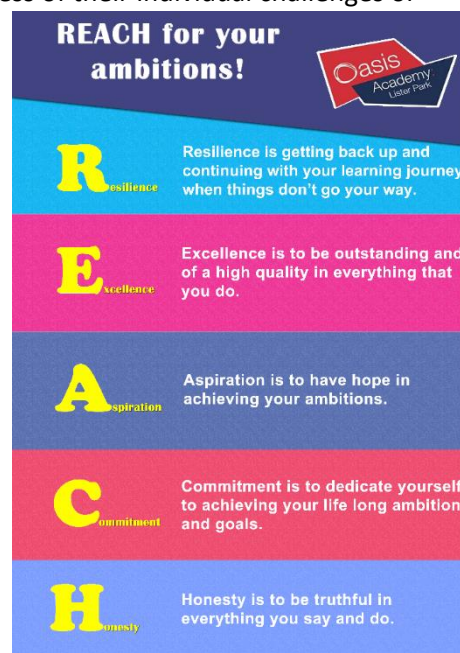
They need to achieve their mission of:

“At OALP I developed strong moral habits, achieved exceptional outcomes that enabled me to have a happy and successful life”

During their time with us.

At Oasis Academy Lister Park we offer a flexible and relevant curriculum which is designed to enable every student to achieve their potential best. We believe that all our students are capable of experiencing remarkable success when given the right learning opportunities and conditions. We expect every student to make positive progress throughout their time at the Academy regardless of their individual challenges or their starting point on entry. The academy monitors every student's progress closely. We know that today's young people need to leave the academy equipped with the knowledge and skills, but also the resilience and perspective to respond to the challenges of life in the 21st century.

Personalized programmes are created so that students have a smooth transition between each key stage. All students concentrate on developing the four vital skills they need to access the curriculum at secondary school: communication, collaboration, independence and thinking skills. Students participate in exciting cross curricular projects which help them learn how to transfer the skills they have learnt.



The academy offers REACH drop down days for students which allow students to learn about the outside world, think of others, their community and global issues. It is through these REACH values that the academy's vision is derived. REACH for your ambitions. The REACH values are also communicated regularly and consistently by all staff during assemblies, personal development time and lessons.

Oasis Ethos and the 9 Habits

We believe that continually developing our character to become the best version of ourselves is really important for every student and staff member alike. Therefore, we actively promote and practice the

Oasis 9 Habits through our Personal Development curriculum, assemblies, learning and our REACH days.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Lever 2: Personal Development Curriculum

Personal Development Curriculum

Personal Development is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PD and PHSE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Here at Oasis Academy Lister Park Personal development is delivered throughout the curriculum and has its own dedicated timetabled programme of study delivered by Tutors. The programme helps pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

In addition to the PSHE Association curriculum which is delivered throughout the academy, we also have strong relationships with local businesses. The careers aspect of the PSHE programme is closely followed in line with the Gatsby Framework with a number of opportunities offered to all our students. Some examples of these are University visits, apprenticeship fairs, fully participating in Bradford manufacturing week, regularly inviting outside speakers and organizing visits to local businesses. We strongly believe, providing a wholesome personal development curriculum helps and prepares our young people for life once they leave school.

(See Appendix 1 for PSHE Year overviews)

Extra Curriculum & Enrichment Provision

We offer a variety of clubs both at lunchtime and after school for our students to participate in. This not only develops positive student teacher relationships outside of the normal classroom setting, but also allows students to build a range of skills they would not have had the opportunity to do so.

(See Appendix 2 for 2020/21 Extra Curricular timetable)

Lever 3: Academy Behaviour Systems, Structures and Routines

Behaviour Check

Throughout the academy and at all times, all students and staff are reminded of the consistent use behaviour check.

The 'watch and check your behaviour' poster enables students and staff to have valuable conversations around the importance of self-control around the four things displayed in the poster.

All Students have a basic expectation of keeping their hands, feet, comments and objects to themselves at all times. By ensuring that they use the self-control habit where students are able to keep these four things to themselves the chances of them getting into trouble is extremely slim.

Hands and feet – students are reminded to not touch anyone or hurt anyone using their hands or feet by having self-control at all times and thinking about their actions.

Comments – students are reminded about what hurtful comments look and sound like during lessons, personal development time, assemblies and when having general conversations with staff and restorative ambassadors. They are therefore reminded to keep hurtful comments to themselves as it could escalate into something more serious.

Objects – All students are expected to keep objects such as equipment to themselves and not throw these objects as it could result in serious injury to themselves or others. By consistently following the advice on the behaviour check poster students know that the risks of them misbehaving is extremely minimal resulting in positive behaviours' being displayed by individuals throughout the academy.



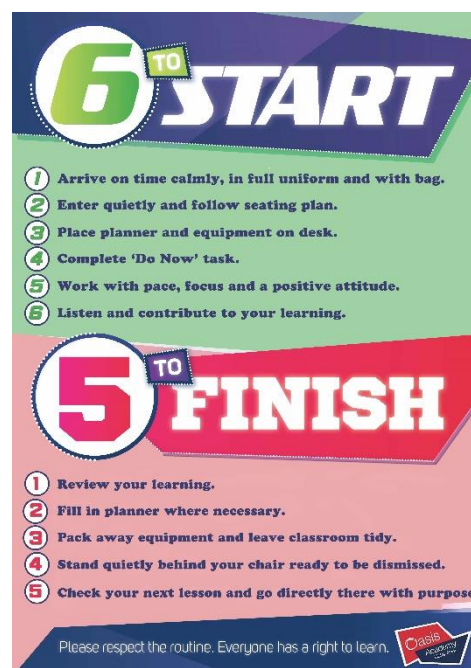
6 to Start and 5 to Finish

All lessons at OALP follow the 6 to start and 5 to finish expectations. These expectations are visited regularly so that all staff and students are consistently starting and ending lessons using the same format.

These expectations allow lessons to have a calm and purposeful start and finish for all by ensuring the basic expectations are checked and followed.

These expectations are followed alongside the register grading system and behaviour check during all lessons at the academy.

- **Classroom Expectations are simple:**
- **Follow 6 to start and five to finish**
- **Be on task**
- **Work hard**
- **Be respectful**
- **Try your best**
- **Don't be disruptive**



Rewards

Students gain positive points for doing the right thing at OALP, choosing to get it right and going over and above and they are rewarded with positive points for this. Therefore it is extremely vital that all teachers make a conscious effort to update Bromcom and award points throughout the lesson rewarding positive behaviour and achievement consistently.

Students are rewarded in the following different ways throughout the academic year:

- End of term celebration assemblies.
- Vouchers.
- Postcard from the Principal and Assistant Principal.
- Subject specific certificates.
- End of year celebration assembly.
- Golden ticket invitations to rewards afternoons/events.

(See Appendix 3 for behaviour rewards and sanctions pyramids)

Negative Points are awarded for choosing to get it wrong, not following instructions, lack of effort and various other misdemeanors. These then accrue and students will serve a Restore Session following the accumulation of a number of points within a week, half-term and other consequences happen following repeated incidents of non-compliance with academy rules.

(See appendix 3 for behaviour sanctions and consequences)

Session Manager

The alert for a session manager must only be used when all behaviour management, restorative approaches have failed and the student still does not comply with expectations. The session manager will in the first instance act as a mediator and aim to place the student back into

learning, if this is appropriate.

Students may be removed from learning if:

- They have displayed threatening or aggressive behaviours putting others in an unsafe situation.
- They have continued to refuse to comply to expectations after all other strategies have been implemented
- Any form of physical violence.

Students may not be exited:

- Within the first 5 minutes of learning starting.
- Without all other strategies being tried first, especially all restorative strategies.
- For lack of equipment.
- For non-completion of work.

All alerts for the session manager must be logged on Bromcom and a comment with details.

A culture of praise and restorative justice is the central feature of our academy and we must seek to reward effort and improvement as well as achievement. It is important that all staff remember to reinforce positive behaviour by acknowledging it, praising it and rewarding it.

(See appendix 3 for Classroom Removal Process)

Mobile Phone and Electronic Gadgets Policy

OALP have a zero policy for mobile phones and electronic gadgets. Students are therefore discouraged from bringing mobile phones to the Academy.

Evidence-based research suggests that the majority of bullying and cyber bullying incidents are due to the use of social media via mobile phones and electronic gadgets.

Mobile phones and electronic gadgets are a serious distraction to students' learning and progress. Because of this, students who wish to bring a mobile phone to the Academy must follow the following rules:

Mobile phones must not be seen or heard at any time, inside or outside the Academy building. They must be switched off, and stay inside students' bags.

If a phone is seen or heard, it will be confiscated. The phone is then stored securely with the Student Services team and is only returned to a parent or carer following a meeting.

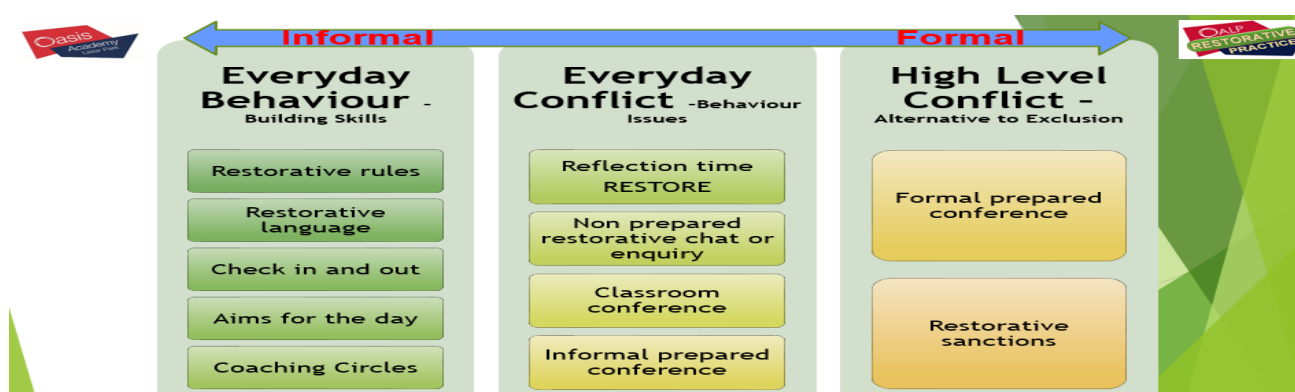
Restorative Practice

Restorative Practice is an approach which aims to repair harm caused to relationships and communities by conflict. Crucially it is believed that it is best achieved by focusing upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.

Throughout the Academy we are using this approach to build stronger working relationships built on mutual respect, trust and honesty, striving to resolve any conflict in a restorative manner.

This approach is used to resolve conflict between students following serious incidents and to fix issues

Following a student's being removed from a lesson and must happen before the student returns to that class or is back in the academy fulltime following a period of exclusion.



Restore Sessions

In line with the restorative approach it was felt that the word detention had a negative connotation attached to it and was a punishment. As this is not in keeping with the restorative approach of the school the name was changed to RESTORE.

Our restore sessions, held afterschool, give our students the time to reflect on any situations that have occurred during the school day and students are asked to think and act in order to right the wrong.

Students work through the template below and then decide on the action they must take in order to restore the relationship that has been broken due to the situation.

Staff are available and expected to attend these sessions so that working relationships can be restored and to make positive contribution to the restorative process.

The template for a RESTORE session includes a header with the OALP RESTORATIVE PRACTICE logo. Below the logo is a box for recording the session details: Date, Date Action taken by student, Resolved/unresolved, and Staff signature. The main part of the template is a flowchart with four steps: RESPECT, RESPONSIBILITY, REPAIR, and REFLECT. Each step is represented by a colored box with a corresponding question: RESPECT (What happened?), RESPONSIBILITY (Who has been affected?), REPAIR (What needs to happen to put things right?), and REFLECT (What are you going to do to right this wrong?).

The Hope Centre

The Hope Centre is a provision for students who are currently based in KS3 and KS4 and have been identified as needing guidance and support with their emotional, social and behavioral needs. The provision is located next to the Learning Development department.

The students are referred by their Achievement Leader via the ALT Behaviour Lead, once all other intervention strategies within mainstream have been unsuccessful.

Each student is placed on a 6 to 8 week programme of personalised learning whilst in the centre. During the programme the students are taught by timetabled subject specialist staff in small group settings. Along with the academic curriculum, the students complete a variety of work packages including social skills, anger management, resolving conflict, restorative practice, empathy, CBT, 1 to 1 counselling/talk time, bereavement, emotional literacy and various other life skills. The students are closely monitored by the staff team around them. Any specific needs that are identified are shared with other professionals on need to know basis and personalised support put in place. Before full reintegration back into mainstream school, the students have the opportunity to attend lessons within the Academy. The allocated LSA supports the student with this transition.

SAIL documents

Whilst students are in the Inclusion Centre, a Student Academic Intervention Log (SAIL) is produced so that all students can be closely monitored during their time in the Inclusion Centre. The SAIL allows staff to **identify** the reasons why the student has been referred to the centre, collate **information** around the whole child and then begin to **implement** strategies specifically for the individual whilst regularly evaluating the **impact**. Through the SAIL all staff are able to contribute in supporting the individual in ensuring their 6-8 weeks have had a positive impact and they are able to successfully reintegrate back to mainstream education.

Personalised Timetables

On occasions there will be students who are unable to access a full time mainstream education for a variety of reasons;

- Safeguarding
- Medical
- SEN
- Behavioural
- Other circumstances

In such instances the need for a personalised timetable arises. There is a rigorous process in place should a personalised timetable need to be implemented. Senior Leaders responsible for Behaviour, Curriculum, Assessment, and Teaching & Learning are informed in the first instance. Discussions are then held with a number of Leaders responsible for SEN, Achievement and Safeguarding to determine the best way forward in implementing a timetable which meets the needs of the individual. Once the timetable is put together, parents and staff are informed on the planned programme. This is then monitored on a weekly basis to assess whether any changes need to be made. The personalised timetable is a short term plan to support the individual at the time of need. Four weekly reviews are then carried out between the Achievement Leader, Behaviour and Curriculum Lead to determine future, mid and long term plans if needed.

Roles and Responsibilities

Good behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other building positive relationships between staff and students.

Assistant Principal (Behaviour for Learning)	<ul style="list-style-type: none"> • Hold a strategic overview of the Behaviour for Learning Policy to ensure all processes are being followed. • Evaluate, review and adapt the Behaviour for Learning Policy as and when necessary. • Support and advise staff in upholding the Behaviour for Learning Policy. • Monitor and analyse behaviour data and prepare relevant reports • Responsible for final decisions alongside the Principal on students placed in timeout room, referrals to the Revive and Reflect centre, fixed term exclusion and 6th day provisions. • Supporting Achievement Leaders in personalising individual student's personalised timetables where applicable.
Pastoral Staff	<ul style="list-style-type: none"> • Ensure consistent implementation of the Behaviour for Learning Policy. • Support students and staff on a day to day basis in ensuring the highest possible standards of behaviour. • Provide students with restorative practice strategies to enable them to take responsibility for their own behaviour • Manage restorative justice meetings with students and staff when required. • Supervise the timeout room as and when required. • Supervise the restore sessions, monitoring the attendance of students and visiting staff to restore and repair relationships. • Make 1st day absence calls when required. • Carry out home visits when requested.
Achievement Leaders	<ul style="list-style-type: none"> • Responsible for leading their tutors and monitoring the tutors' consistent application of the Behaviour for Learning Policy. • Monitoring and evaluating the check in sheets from tutors. • Monitoring and evaluating student attendance, identifying any patterns between behaviour, attendance and assessment data. • Ensuring all student files are kept up to date. • Holding parental meetings and ensuring parents are kept up to date with their child's behaviour, attendance and progress where necessary. • Hold regular rewards assemblies and events to promote positive behaviour. • Work closely with the Assistant Principal for Behaviour in ensuring the educational needs are met for all students.

Tutors	<ul style="list-style-type: none"> • Work to create a group which oozes a positive ethos. • Embed the restorative approach in everything that you do. • Reward positive behaviour and take action to improve poor behaviour using the restorative approach. • Check equipment and uniform on a daily basis using the check in sheet. • Monitor and give feedback through the referral and reporting systems in place for check in and register grading system. • Communicate regularly with parents/carers building positive relationships with tutees and parents/carers. • Communicate with subject staff and others as appropriate. • Implement intervention strategies. • Have regular conversations with students with regards to behaviour and attendance. • Ensure students complete planners with their weekly attendance % and average register grades.
Curriculum Leaders and TLR Holders	<ul style="list-style-type: none"> • Ensure consistent implementation of the Behaviour for Learning Policy. • Support classroom staff in managing behaviour. • Regularly analyse behaviour data, identify patterns and intervene as appropriate. Especially if the behaviour incidents are isolated in your curriculum area. • Support classroom staff in meetings with students, parents and carers where appropriate. • Liaise with ALT, Tutors, Pastoral staff and Achievement Leaders as appropriate. In particular where incidents are isolated within your curriculum area and a more structured personalised approach needs to be implemented. • Organise restorative justice meetings between subject staff and students where applicable and specifically where the incidents are isolated in your curriculum area.
All staff within the classroom situation	<ul style="list-style-type: none"> • Responsible for the consistent management of student behaviour and associated follow up actions as appropriate. • Ensure that the Behaviour for Learning policy and procedures are followed and applied consistently and fairly. • Create a high quality learning environment- communicate regularly with parents. • Responsible for recording all relevant behaviour incidents on Bromcom • Consistently using the restorative approach, ambassadors and buddies at all given opportunities. • Record all positive comments on Bromcom with comments. • Responsible for planning lessons which provide a range of learning styles to engage and enthuse.

Lever 4: Behaviour Training and Professional Development

Whole staff training

Staff receive regular training throughout the year in different formats. These sessions are delivered on staff training days, staff briefings, department or year team briefings and during twilight staff meetings.

In addition to these sessions staff are invited to request further training should they feel they need it. Further training is also offered if it is identified at any point throughout the year rather than awaiting a scheduled training slot.

Personalised CPD – Instructional Coaching

The academy is currently in year 2 out the Trust wide Pedagogy around instructional coaching. This is will focus on behavior for learning as and when required for staff.

PAS Pastoral

As part of the Trust's school improvement's Behaviour team, a set of PAS Pastoral training elements will be made available in the very near future for academy's to use. This will support the Pedagogy Instructional Coaching already available to academies

Additional Training Information

Academy Leaders	<ul style="list-style-type: none">• Leaders receive ongoing training on using academy data systems to ensure behaviour monitoring is robust and effective.• Pastoral staff have clear targets and accountability to ensure the vision and Behaviour for Learning Policy is followed.• Leaders ensure that through CPD staff understand and embody the Oasis ethos and values.• Leaders ensure that all pastoral staff know exactly what they need to work on in order to improve the climate for learning.• Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.• Leaders utilise the power of deliberate practice to improve pastoral quality.• Leaders' role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.
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	<ul style="list-style-type: none"> • Leaders make effective use of a range of Trust expertise – for example, the Monitoring Standards Team, the Directory of Best Practice, Regional Improvement Networks and our National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning. • Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability. This includes resourcing strategies that close the gap between the most and least advantaged [including LAC] in terms of attendance, exclusion and destinations. For SEND, the focus is on inclusion, integration, high quality learning and preparation for the next phase of education, employment or training.
Academy Staff	<p>To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.</p> <p>Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> ○ Mental Health First Aid for pastoral leaders ○ Managing an investigation of an incident ○ Restorative justice/mediation ○ Physical restraint training ○ Attendance systems/structures ○ Reintegration following fixed term exclusions ○ Impactful parent meetings ○ Multi-agency meetings ○ Managing grief ○ Managing self-harm ○ Preventing and dealing with bullying ○ Parental classes ○ Sexual orientation, gender identity LGBTQ empowerment
Pastoral Professional Development for teaching staff could focus on the following areas:	<p>Differentiation</p> <ul style="list-style-type: none"> ○ A clear understanding that all children and young people have different starting points and that there is a difference between uniformity and consistency, so children and young people will need different strategies on their journey of improvement. ○ Clear expectations explained for all students taking account of students' age, developmental stage, their SEND and/or EAL ○ Adults work with each student as an individual; knowing their interests, aspirations, developmental and/or special need or disability. <p>How we plan our lessons</p> <ul style="list-style-type: none"> ○ Ensuring that the work set for students matches their stage of development, learning need/s and interests. ○ Adjusting the pace of learning during lessons, based on student's ability and progress. ○ Providing a challenging, stimulating and relevant curriculum. ○ Providing safe, supportive learning environments, physically and emotionally – this may include flexible layout of space and furnishings, grouping of students, seating plans, use of visual

	<p>organisers, specific resources to support knowledge, understanding and skills development, personalised work stations, etc.</p> <p>Expectations and role modelling</p> <ul style="list-style-type: none"> ○ Good behaviour needs to be explicitly taught and well modelled by staff (see Trust Learning Policy). ○ Consistent, calm and fair application of approach or strategy by all adults. ○ Being enthusiastic, clear and consistent about expectations to create a positive classroom atmosphere. ○ Adults provide consistent and effective role models underpinned by high quality interactions with students during lessons and at other times of the day. <p>De-escalation & Diffusion</p> <p>De-escalation techniques should be employed to reduce the impact of poor behaviour. More specifically:</p> <ul style="list-style-type: none"> ○ Using non-verbal cues. ○ Allowing adequate personal space. ○ Using active listening techniques (e.g. LEAPS - listen, empathise, ask questions, paraphrase and summarise actions for moving forward). ○ 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.
Restorative practice or justice	<p>Academy staff;</p> <ul style="list-style-type: none"> ● Receive regular and up to date training around restorative justice. ● Are reminded of the different process within restorative practice. ● Are to use the different restorative practice approaches for personal development as it can be one of the most powerful means of self-improvement. ● Restorative Practice is not an easy solution and should be used alongside the Academy's behaviour guidance and consequences. <p>https://restorativejustice.org.uk/restorative-practice-schools</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 in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

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

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

Appendix 1: PSHE Overviews

RECOMENED OVERVIEW FOR CRE8TIVE CURRICULUM TOPICS TAUGHT

TERM 1.1			
Subject	Y Group	Key themes Studied	Homework Topic
CITIZENSHIP	Year 7	<input type="checkbox"/> Identity <input type="checkbox"/> Citizenship <input type="checkbox"/> Nationalities	Identity Collage & Bunting
PSHE	Year 8	<input type="checkbox"/> LGBT <input type="checkbox"/> Gender Issues <input type="checkbox"/> Trans Issues	Deliver a speech on a famous LGBT Role Model
CITIZENSHIP	Year 9	<input type="checkbox"/> Terrorism <input type="checkbox"/> Extremism <input type="checkbox"/> Fake News <input type="checkbox"/> Media	Creating a newspaper
CITIZENSHIP	Year 10	<input type="checkbox"/> British Values <input type="checkbox"/> Human Rights <input type="checkbox"/> LGBT	
CAREER & ENTERPRISE	Year 11	<input type="checkbox"/> Careers <input type="checkbox"/> CV Writing <input type="checkbox"/> Interviews <input type="checkbox"/> Personal Statements	


TERM 1.2			
Subject	Y Group	Key themes Studied	Homework Topic
PSHE	Year 7	<input type="checkbox"/> Puberty <input type="checkbox"/> Body Development <input type="checkbox"/> Periods <input type="checkbox"/> Emotions	Create a puberty Magazine
CITIZENSHIP	Year 8	<input type="checkbox"/> Law <input type="checkbox"/> Rights <input type="checkbox"/> Society <input type="checkbox"/> Community	Set up a new community on an island
PSHE	Year 9	<input type="checkbox"/> Consent <input type="checkbox"/> FGM <input type="checkbox"/> Contraception <input type="checkbox"/> Sexual Health	Design a new Reality TV show Love Island
CITIZENSHIP	Year 10	<input type="checkbox"/> Emotional Wellbeing <input type="checkbox"/> Mental Health <input type="checkbox"/> Child Abuse <input type="checkbox"/> Self Harm	
CAREER & ENTERPRISE	Year 11	<input type="checkbox"/> Parenthood <input type="checkbox"/> Pregnancy <input type="checkbox"/> Love and Abuse <input type="checkbox"/> Careers <input type="checkbox"/> Organ Donation & Medical Ethics	

Spring TERM 2.1			
Subject	Y Group	Key themes Studied	Homework Topic
CITIZENSHIP	Year 7	<input type="checkbox"/> Voting <input type="checkbox"/> General Elections <input type="checkbox"/> Democracy <input type="checkbox"/> Making Laws	Setting up a political party
PSHE	Year 8	<input type="checkbox"/> Self Esteem <input type="checkbox"/> Body Image <input type="checkbox"/> Budgeting & Finance <input type="checkbox"/> Careers	Best day of my life project
PSHE	Year 9	<input type="checkbox"/> Cannabis <input type="checkbox"/> Illegal Drugs <input type="checkbox"/> Drug Addiction <input type="checkbox"/> Volatile Substance Abuse	War on Drugs strategy
PSHE	Year 10	<input type="checkbox"/> Sexting <input type="checkbox"/> Porn <input type="checkbox"/> Sexual Abuse & Rape <input type="checkbox"/> Domestic Violence	
PSHE	Year 11	<input type="checkbox"/> Contraception <input type="checkbox"/> Cancer <input type="checkbox"/> STIs and STD's <input type="checkbox"/> Sexual Health	

RECOMENED OVERVIEW FOR CRE8TIVE CURRICULUM TOPICS TAUGHT

TERM 2.2				Summer TERM 3.1				TERM 3.2			
Subject	Y Group	Key themes Studied	Homework Topic	Subject	Y Group	Key themes Studied	Homework Topic	Subject	Y Group	Key themes Studied	Homework Topic
CITIZENSHIP	Year 7	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Knife Crime <input type="checkbox"/> Peer Pressure	Designing a mobile safety App	CAREERS & ENTERPRISE	Year 7	<input type="checkbox"/> Communities <input type="checkbox"/> Sleep <input type="checkbox"/> Team Work <input type="checkbox"/> Skills & Qualities	Creating a boardgame	PSHE	Year 7	<input type="checkbox"/> Consent <input type="checkbox"/> Friendships <input type="checkbox"/> Toxic Masculinity <input type="checkbox"/> Positivity	Making a Time Capsule
PSHE	Year 8	<input type="checkbox"/> LGBT + Gender <input type="checkbox"/> Love <input type="checkbox"/> Consent <input type="checkbox"/> Relationships <input type="checkbox"/> Periods	Body Image and the media – celebrity fake lifestyles	PSHE	Year 8	<input type="checkbox"/> County Lines (Gangs) <input type="checkbox"/> Drugs <input type="checkbox"/> Online Safety <input type="checkbox"/> Alcohol	Teaching a lesson on different types of safety	PSHE	Year 8	<input type="checkbox"/> Health & Wellbeing <input type="checkbox"/> Child Abuse <input type="checkbox"/> Stress Management <input type="checkbox"/> Healthy eating	Launching a leisure centre
CAREERS & ENTERPRISE	Year 9	<input type="checkbox"/> Picking Options <input type="checkbox"/> First Aid <input type="checkbox"/> Conflict Management <input type="checkbox"/> Budgeting	Fairtrade Project	PSHE	Year 9	<input type="checkbox"/> Contraception <input type="checkbox"/> HIV and AIDS <input type="checkbox"/> STIs and STDs <input type="checkbox"/> Risky Activities in relationships	Stopping teenage pregnancy in the UK	PSHE	Year 9	<input type="checkbox"/> Media & Airbrushing <input type="checkbox"/> Grief & loss <input type="checkbox"/> Cancer Prevention <input type="checkbox"/> Body Confidence	School Health & Wellbeing Ideas
PSHE	Year 10	<input type="checkbox"/> Consumer Rights <input type="checkbox"/> Employment Rights <input type="checkbox"/> Social Media <input type="checkbox"/> Personal Finance		CITIZENSHIP	Year 10	<input type="checkbox"/> Honour Based Violence <input type="checkbox"/> Gambling <input type="checkbox"/> Modern Day Slavery <input type="checkbox"/> Knife Crime		CITIZENSHIP	Year 10	<input type="checkbox"/> Brexit <input type="checkbox"/> Fair Trade <input type="checkbox"/> Women's Rights <input type="checkbox"/> AIB <input type="checkbox"/> Peace & Conflict	
PSHE	Year 11	<input type="checkbox"/> Drugs <input type="checkbox"/> Festivals <input type="checkbox"/> Sexualisation of the Media		PSHE	Year 11				Year 11		

Appendix 2: Extra Curricular at OALP 2020/21

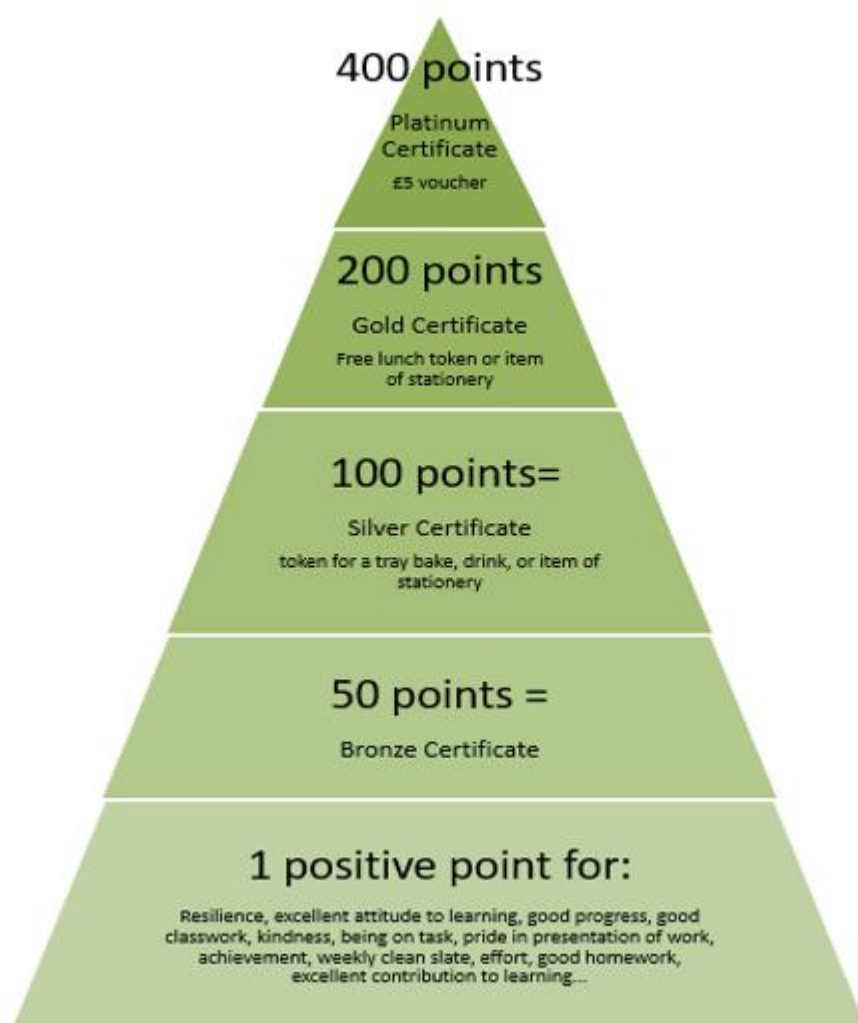
<div style="display: flex; align-items: center;">  <h2 style="color: red; margin: 0;">Extra Curricular Week A</h2> </div>					
Location	Monday	Tuesday	Wednesday	Thursday	Friday
Sports Hall		Year 10 Boys Football	Year 9 Girls Netball	Year 7 Girls Football	Year 8 Girls Netball
Field			Year 11 Boys Football		Year 9 Boys Football
Yard	Year 7 Boys Football	Year 10 Girls Netball	Year 9 Boys Football	Year 7 Boys Football	Year 8 Boys Football
Sports Hall	Year 7 Girls Netball		Year 9 Girls Football	Year 7 Girls Netball	Year 8 Girls Netball



Extra Curricular Week B

Location	Monday	Tuesday	Wednesday	Thursday	Friday
Sports Hall			Year 11 Girls Netball	Year 9 Girls Netball	Year 9 Mixed Basketball
Field			Year 11 Boys Football	Year 9 Boys Football	
Yard	Year 9 Boys Football	Year 7 Boys Football	Year 10 Boys Football	Year 8 Boys Football	
Sports Hall	Year 9 Girls Netball	Year 7 Girls Netball	Year 10 Girls Netball	Year 8 Girls Football	Year 8 Mixed Basketball

Appendix 3: Positive Behaviour Documents



Positive Events



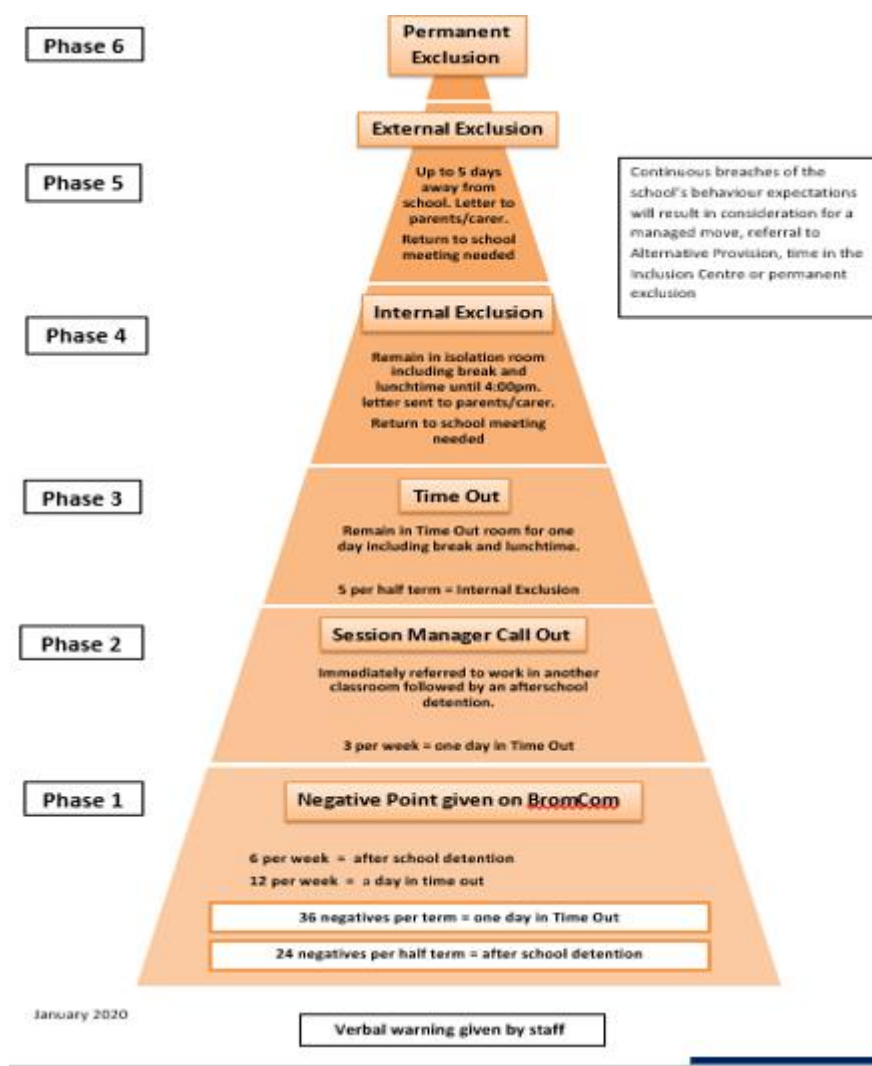
Automated positive for weekly 100% attendance

Being Helpful to O...	(1)
Being Resilient	(1)
Excellent Effort	(1)
Excellent Homework...	(1)
Excellent Progress	(1)
Extra Curricular C...	(1)

Habit: Compassion	(1)
Habit: Considerate	(1)
Habit: Forgiving	(1)
Habit: Honest	(1)
Habit: Hopeful	(1)
Habit: Humble	(1)
Habit: Joyful	(1)
Habit: Patient	(1)
Habit: Self Contro...	(1)

Improved Attendanc...	(1)
Independent Learn...	(1)
Outstanding Work	(1)
Positive Attitude	(1)
Pride in Presentat...	(1)
Representing the A...	(1)
Respecting the Env...	(1)
Showing Kindness	(1)
Supporting Wider C...	(1)

Resilience **Honesty** **Aspiration** **Commitment** **Excellence**



Negative events



Uniform Issue	(-1)	Lack of Effort	(-1)
Homework Issue	(-1)	Chewing Gum	(-1)
Defiance	(-1)	Mistreating people...	(-1)
Lack of Equipment	(-1)	Verbal Abuse to Pe...	(-1)
Mobile Phone	(-1)	Off Task	(-1)
Disruptive Behavio...	(-1)	Poor Attitude to L...	(-1)
Disrespecting the ...	(-1)	Running on the Cor...	(-1)
Late to school	(-1)	Eating on the Corr...	(-1)
Unkind Behaviour	(-1)	Late to Lesson	(-1)
Aggressive Behavio...	(-1)	Wrong Place, Wrong...	(-1)

Serious Incidents -4 (or more)

Other Serious Inci...
Verbal Abuse to St...
Fighting
Homophobic Behavio...
Racist Behaviour
Smoking
Session Manager

Truancy

Consequences Overview

1 Negative Point	Negative Points	Session Manage	5 x Timeout / half term	Exclusions
<ul style="list-style-type: none"> Teacher adds negative point on Bromcom. Form tutor views Bromcom for daily tutee negative events. Parent views negative via MyCAS. Truancy is an automatic 1 hour same day restore session Late to school is 30 minutes same day restore session 	<ul style="list-style-type: none"> <u>Restore Session 30 minutes after 6 points achieved in HT</u> <u>Next 6 points = 1 hour Restore session</u> <u>12 points in one week = 1 day in time out room</u> Form Tutor (FT), Achievement Leader (AL), Year leader and SLT report will be used to track behavior after 12 negatives in a HT. Parent receives a text and able to view on MyCAS. 	<ul style="list-style-type: none"> <u>1 x Session Manage = 1 hour same day restore session</u> <u>3 x Session Manage in a week = Timeout</u> <u>Failure in time out room is an exclusion and the day is to be repeated</u> Parent receives a text and able to view on MyCAS. 	<ul style="list-style-type: none"> <u>Internal isolation</u> Parent receives a text and able to view on MyCAS. 	<ul style="list-style-type: none"> <u>External provision / managed move / Off site provision will all be used if behavior is persistently below academy expectations</u>
Resilience	Honesty	Aspiration	Commitment	Excellence