



Academic Year 2023/2024 OAP Behaviour for Learning Policy

"We are Oasis Putney."

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

Contents

Introduction	4
An overview of research underpinning the Behaviour for Learning Policy	4
Behaviour for learning relational approach	4
The Oasis Education Charter	5
The Oasis Behaviour Policy is underpinned by 4 key levers:	5
LEVER 1: ACADEMY VISION AND VALUES	6
Character Education at OAP	6
Oasis Ethos and the 9 Habits	6
LEVER 2: PERSONAL DEVELOPMENT CURRICULUM	7
Character Education at OAP	7
Integrated Personal Development	8
Character based education	8
9 Habit lessons	8
Annual organisation of Assemblies	9
Annual organisation of 9-habit character development session	9
Annual organisation per year group of PSHE Objective within the curriculum chunks	9
Annual organisation per year group of PSHE Objective within the curriculum themes	10
LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES	10
How we manage behaviour at Oasis Academy Putney	10
Behaviour Rewards	11
Additional Rewards	11
When behaviour is unacceptable and disrupting learning:	11
Our Key Unacceptable Behaviours (which have consequences beyond the zone-board) are:	11
The Behaviour Escalation Process	12
Restorative Justice	12
Restorative Justice asks the following set of questions:	12
Scripting responses	14
Personal Support Plans (PSPs)	14
Individual Provision Maps (IPMs)	Error! Bookmark not defined.
How we manage behaviour at break and lunchtimes	15
Pupil Representation	15
9 Habit Champions / Prefects	16
Behaviour in and around the Academy	17
Effective routines for classroom organisation	17
Expectations of behaviour during learning	18
De-escalation and diffusion strategies	18
Anti-bullying guidance	19

Support for students	19
Roles and responsibilities	20
Bromcom: using the expertise of technology to be behaviour experts	20
9 Habit Rewards	21
Discriminatory Events	21
Discriminatory Incidents:	22
Consequences	24
Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT	24
Horizons	25
Issuing	25
Using the Device	25
Online Safety	25
Keeping the Device Safe	26
Damage, Loss, and Theft	26
Misuse	26
Horizons – Golden Rules	27
Legislation and Statutory Requirements	27
Discipline in our Academies – teachers’ powers	27
Key Points	27
Consequences for poor behaviour	28
What the law allows:	28
Physical intervention	28
Absconding – leaving without permission	29
Malicious allegations	29
Confiscation	30
Exclusions	30
Monitoring arrangements	30

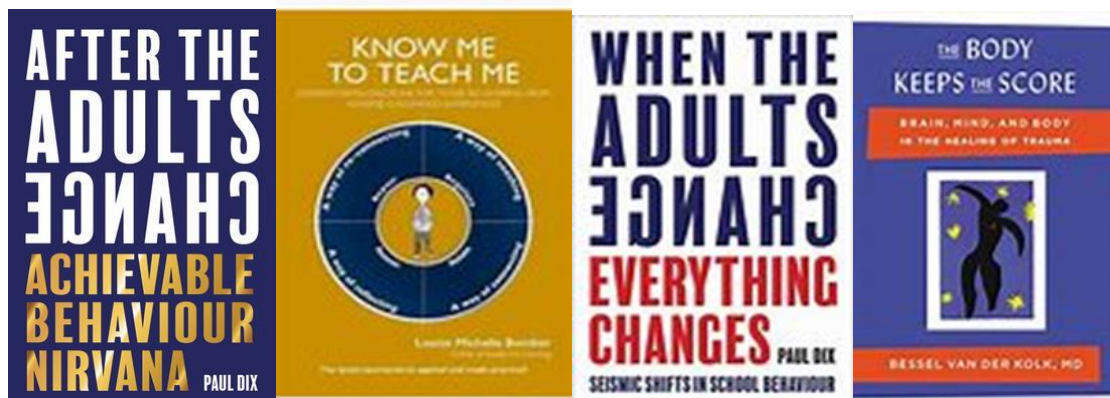
Introduction

OAP, 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 relational approach to behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives

An overview of research underpinning the Behaviour for Learning Policy

The OAP localized policy builds from the OCL curriculum integrating the 3 Cs, character, competence, and community and incorporates the drivers for inclusion, equality, relationships using TIP and ACES supported by the most up to date information and research into behaviour, character development and knowledge to ensure we are developing the soft skills.



Shares opportunity to accelerate relational practice, decrease disproportionate punishment and fully introduce restorative, informed and coaching led culture.

Identifying the best way to teach curriculum and healthy behaviours, differentiating for discipline for a fully inclusive school.

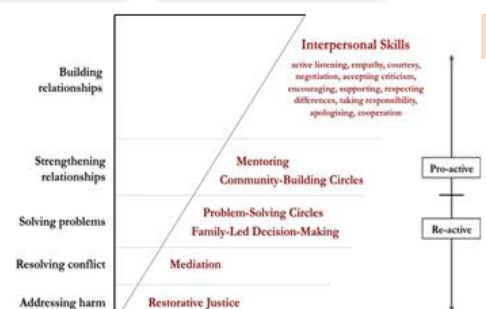
Developmental approaches to behaviour to support the TIP and relationship practice the trust would like to adapt

Research into the effects trauma has on the body and how individual's carry trauma when it is not supported effectively



Behaviour for learning relational approach

A '**relational approach**' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation, and humility. There are a wide range of **relational approaches**, each of which caters to a different situation.



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
- 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 PSHE curriculum)
3. Academy Behaviour Systems, Structures and Routines (reward, sanction, attendance etc.)
4. Behaviour Training and Professional Development for staff

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

LEVER 1: ACADEMY VISION AND VALUES

Character Education at OAP

At Oasis Academy Putney our curriculum is built around the development of the 9 Oasis Habits which incorporate all the essential characteristics we believe our pupils require to lead happy, successful lives. Our pupils are encouraged to develop their character and behaviour by learning about the 9 Habits, reflecting on their own character, and recognising character strengths and deficits in others.



Teachers ensure these 9 Habits are embedded and progressively built on over time to develop pupils' understanding of their learning through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities designed to promote learning within a habit.

Our School Vision is: **Together we learn, grow and achieve.** The children can earn habit badges for all of the nine habits and once all of these have been obtained throughout their school career, they will achieve their final badge demonstrating how they embody all of the nine habits. This also fits with the Shalom 'completeness' view of the Oasis Ethos.



SHALOM
Peace, completeness, nothing missing, nothing broken, well-being, wholeness
HEALTHY COMMUNITIES

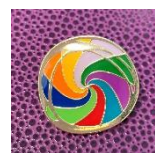
Oasis Ethos and the 9 Habits

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.

You can watch our Oasis 9 Habit video, here!

[Oasis Putney Academy - Our Nine Habits on Vimeo](#)

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



Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of pupil behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other. (See Appendix D)

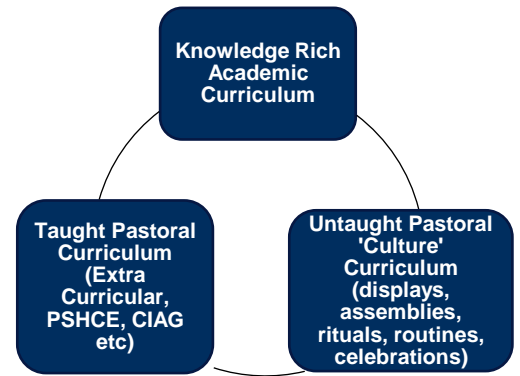
At Oasis Academy Putney, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. Our curriculum themes of Self and Community explore the habit on a deeper, personal level. We as adults embody the Oasis nine habits and use these to develop our skills when dealing 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 OAP

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

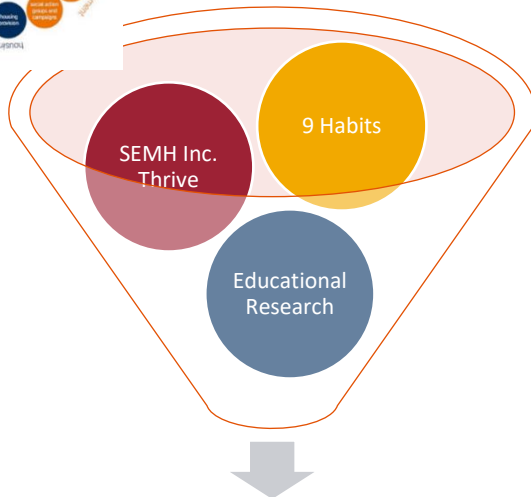
1. The 'taught' character curriculum:
 - CEIAG (careers education, information, advice, and guidance)
 - PSHCE (physical, social, health and cultural education)
 - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
 - Extra-curricular programme (e.g. before- and 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'



OAP Curriculum Overview

"Intelligence plus character – that is the goal of true education" Martin Luther King

Equipping children with skills and abilities to succeed in all environments; intentionally planned to structure deep learning through the 9 Habits lens.

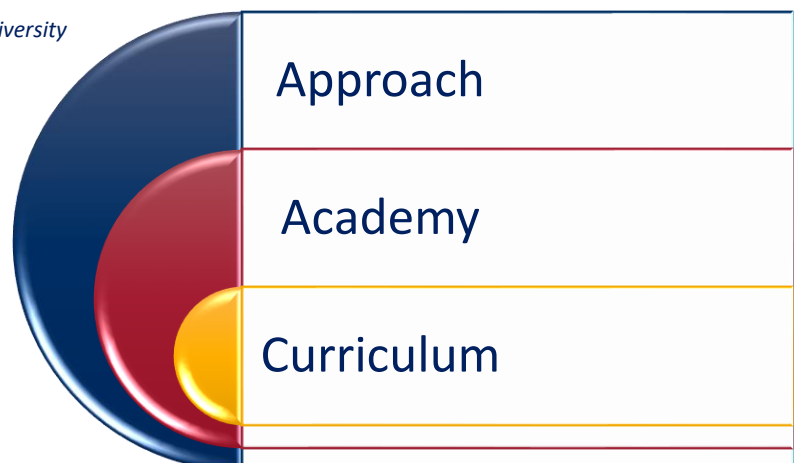


'Character virtues should be reinforced everywhere; on the playing fields, in classrooms, corridors, interactions between teachers and students, in assemblies, posters, headteachers messages and communications, staff training, and in relations with parents.'

The Jubilee Centre for Character and Virtues, Birmingham University

Extra Curriculum Provision: football, netball, chess, tennis, yoga, cross-country, street-dance, fine motor skills, move to the music, singing games, sewing, Science, Debate mate, outdoor learning, storytelling, ballet, French, Mandarin, judo, guitar, singing, drama, choir

Experiences: Religious visits, residentials, farm visits, library visits, local business visits, local area visits to support our geography curriculum, and so much more!



Integrated Personal Development

Personal development is fundamental in our organisation as part of our culture and ethos. It is critical that we are constantly exploring who we are and how we are growing and changing to enhance the learning and maximise the potential of the children and young people in our communities.

As a result, PHSCE, careers, contextual safeguarding, SRE, Character development, Physical and mental well-being, Behaviour are grouped into Personal Development and are interwoven delicately into all areas of the curriculum. Statutory content is thoroughly covered in meaningful context alongside naturally occurring themes for maximum impact.

Character based education

Using the 9 habits metacognitively

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

HEAD, HEART AND HANDS: COGNITIVE SCIENCE CASTS NEW LIGHT ON SOME OLD WORDS OF WISDOM Impact, 2019

Metaphorically, the region of emotional thinking is not located in the brain at all: we speak of 'following the heart' as opposed to making decisions 'with the head'. This duality of emotion and reason has a long-standing basis in Western thinking, but whilst there are regions of the brain associated with emotional thinking, the interconnections between these and regions associated with cognition are so prolific that there is literally no thinking without emotion. In areas such as learning, attention, memory, decision-making, motivation and social functioning, emotional thinking provides the 'rudder' that steers our attention towards the relevant knowledge for any given situation (Immordino-Yang, 2016).

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

9 Habit lessons

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

Weekly 9 Habit Assemblies

Weekly Behaviour celebrations

Weekly PD Lessons

Character as a Golden Thread

Thematic PSHCE Content

Thematic SRE

Contextual Safeguarding

Links to Science, RE and PE

Behaviour for Learning Policy

Annually chunked content

Our Vision as part of Oasis Vision		Values: To create a new sense of happiness in communities so that everyone can giggle to overcome their troubles and reach their full potential.			
Values		A desire to treat everyone equally, respecting differences. A commitment to healthy and safe relationships. A desire to make their things better, happier and fun. A sense of purpose in being going for the big goal.			
We want our children to flourish in all these areas:		Character, Competence, Community			
We use the 9 habits to help us develop these behaviours:		It is what I do		Representation	
Habit 1: 'I acknowledge where we are and where we are going to' (Habit 1: 'I acknowledge where we are and where we are going to')		To be able to acknowledge where we are and where we are going to, we need to be able to acknowledge where we are and where we are going to.		Heart	
Habit 2: 'I value everyone in the group' (Habit 2: 'I value everyone in the group')		To be able to value everyone in the group, we need to be able to value everyone in the group.		Hand	
Habit 3: 'I am a person of commitment' (Habit 3: 'I am a person of commitment')		To be able to be a person of commitment, we need to be able to be a person of commitment.		Brain	
Habit 4: 'I am a person of courage' (Habit 4: 'I am a person of courage')		To be able to be a person of courage, we need to be able to be a person of courage.		Bravado and a bit of risk	
Habit 5: 'I am a person of control' (Habit 5: 'I am a person of control')		To be able to be a person of control, we need to be able to be a person of control.		Mindset and a bit of control	
Habit 6: 'I am a person of connection' (Habit 6: 'I am a person of connection')		To be able to be a person of connection, we need to be able to be a person of connection.		Mindset and a bit of connection	
Habit 7: 'I am a person of courage' (Habit 7: 'I am a person of courage')		To be able to be a person of courage, we need to be able to be a person of courage.		Bravado and a bit of risk	
Habit 8: 'I am a person of control' (Habit 8: 'I am a person of control')		To be able to be a person of control, we need to be able to be a person of control.		Mindset and a bit of control	
Habit 9: 'I am a person of connection' (Habit 9: 'I am a person of connection')		To be able to be a person of connection, we need to be able to be a person of connection.		Mindset and a bit of connection	

Annual organisation of Assemblies

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

Annual organisation of 9-habit character development session

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

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

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

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

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



LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

How we manage behaviour at Oasis Academy Putney

- All classes from Early Years to Year 6 use the Peg System
- All children start the day on green (ready to learn) and can move up into blue and yellow for showing excellent behaviour. Anyone in blue or yellow at the end of the day, can achieve behaviour points. For ending the day on 'good role model', pupils achieve one point. For ending the day on 'outstanding role model', they achieve two points and special yellow sticker.
- Pupils can also move down on the peg system. If a child hits light blue, 'think about it' they get a -1 behaviour point but can redeem themselves throughout the day.
- If a child hits 'reflect with an adult', they get a -2 behaviour point and must complete a reflection with a member of SLT in their free time. A copy of the reflection is sent home to parents and the other copy is kept in the behaviour folder.

Think About it	<ul style="list-style-type: none"> • Not following instructions • Disengaged in the task • Not listening to other pupils' ideas • Breaking one of the class rules (displayed in class) • Not adhering to the nine habits or modelling any of the nine habits 	If the pupil moves down on the system, after a reminder to make good choices, they should be encouraged to think about their actions. Use prompt sheet for this and provide pupils with a couple of minutes thinking time. Class teacher/ class TA to have quick discussion with the pupil about their thoughts surrounding their thinking time. No more than five minutes for this.
Reflect with an Adult	<ul style="list-style-type: none"> • Pupils should only reach this point if CT has implemented earlier interventions and pupil is still failing to comply. • Pupils are demonstrating consistently disruptive behaviour 	Pupil to complete a reflection sheet with Phase Leader. Phase leader to provide class teacher and behaviour lead with copy of reflection. CT to gently inform parents at the end of the day that pupil had to complete a

	with sheer disregard for class rules	reflection with Phase Lead and missed some of their free time to complete this.
--	--------------------------------------	---

Behaviour Rewards

1. All staff offer positive and specific praise for all children on a consistent basis.
2. Each week a pupil from each class is nominated for their contribution to character and awarded a Class 9 Habit Award from the academy's Habit of the month focus, presented in a whole school celebration assembly.
3. Each week, one pupil from KS1 and one pupil from KS2 is nominated for the competence, community and character certificate: an expert in character.
4. Individual 9 Habit passports track children's achievements in working towards the age-related statement for each character trait. These can be signed by a teacher or stamped to work towards achieving badges showing the habit.
5. All positive and negative behaviour points are to be logged on Bromcom by the class teacher at the end of each day.
6. Children are rewarded by the class teacher for finishing the day in yellow and receive a yellow sticker!
7. All classes have an opportunity to lead a 9 Habit achievement assembly where they are able to show examples of their contribution towards these character traits.

Additional Rewards

1. Each week, pupils are awarded with Writer of the Week and Reader of the week. Children who have worked hard on Timetable Rockstars are awarded with a certificate.
2. Classes with the best attendance win the weekly attendance trophy
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, where children nominate themselves or each other for the award celebrated by Oasis biannually at the national awards ceremony.
4. Pupils who achieve outside of school have the opportunity to share their achievements at the beginning of celebration assembly.
5. Most behaviour points over the course of the week trophy awarded in celebration assembly.
6. Reports ran every half term to determine which pupils have achieved the highest amount of behaviour points – these pupils will be awarded with a special treat

When behaviour is unacceptable and disrupting learning:

1. The child will be given a clear verbal warning.
2. If the behaviour continues, their name is moved to **light blue** where they must reflect on their choice using the think about it prompt sheet which is displayed in a quiet area of the classroom.
3. If the behaviour continues, their name is moved to **orange**.
4. If the behaviour continues and it is deemed appropriate a pupil may be removed to a neighbouring class for 10 minutes at this stage. This will be in addition to the self-reflection they must complete in their own time with a phase lead.
5. If the teacher is concerned that too much time is spent on **orange** and behaviour is not showing improvement then the Phase Leader is informed and a decision is made as to whether a PSP should be put into place (3 x RED in a half term automatically triggers this discussion).

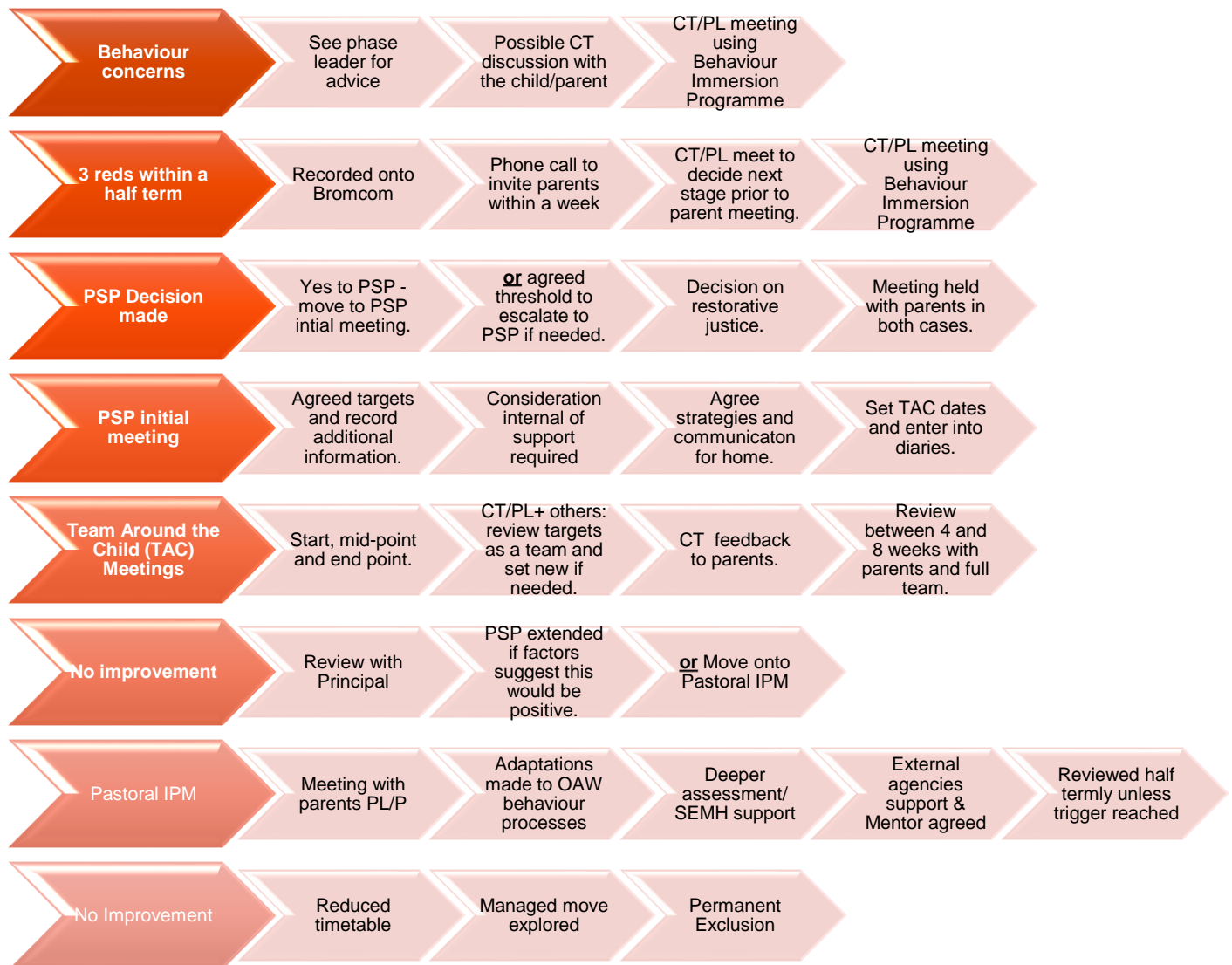
Our Key Unacceptable Behaviours (which have consequences beyond the zone-board) are:

- 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

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. It may also involve a meeting with the behaviour council using restorative justice procedures (see below) if necessary.

The Behaviour Escalation Process



Restorative Justice

Restorative justice enables a wider view of academy discipline. For restorative justice we think beyond pupils breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practice of restorative justice is a way to help pupils understand and discuss those harms. Through meetings pupils learn how to repair them. The aim is to lead to transformational changes in pupils' lives as well as their schools and communities.

Restorative Justice asks the following set of questions:

1. Who was harmed?
3. What are the needs and responsibilities of all affected?
4. How do all affected parties together address needs and repair harm?

Restorative Justice emphasizes restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

1. Inclusion of all parties
5. Encountering the other side
6. Making amends for the harm
7. Reintegration of the parties into their communities

Restorative Justice can take many forms but at OAP we mainly use Peer Mediation:

When implemented to resolve conflict, Restorative Justice brings together the person or persons harmed and the person or persons who caused harm. The meetings will enable the participants to decide the response to the harm and allowing those who committed the offense to understand the true impact of their actions while also offering them the opportunity to take responsibility for their behaviour.

Structure of a Restorative Justice meeting:

Preparation

Decision made to run a Restorative Justice meeting using the Behaviour Council prefects.

Brief the Behaviour Council with the outline of the incident.

Talk through the questions and model responses to the questions.

Behaviour Council consider responses they might hear and their responses to them.

Meeting

Seat the children in a comfortable area, preferably in a circle.

Meeting always has at least one adult present.

The Prefects will ask their questions in turn within the group.

All parties have the opportunity to respond to the questions, which cover the restorative process.

Decide on the outcome of the process between all parties.

Outcome

A record of the meeting is kept by the adult on the agreed meeting form.

An agreement made in the meeting of the restorative outcome is recorded.

The sanction is then planned and carried out.

Resources



Scripting responses

Scripting is an important aspect of relational development and will support conversations with individual pupils. A CPD session has been developed to support the introduction and implementation of scripting to the academy. Scripting can diffuse and redirect dysregulation.

Scripting is a coaching tool that enables us to consider the way in which we want to say something to a child. Conversations regarding behaviour can be managed in a formal more structured manner or they may be shorter more on the run conversations.

Scripting a conversation helps to ensure that a child can move forward with a particular goal or issue. It may be something you make notes about, fully script or consider in your head before having the conversation.

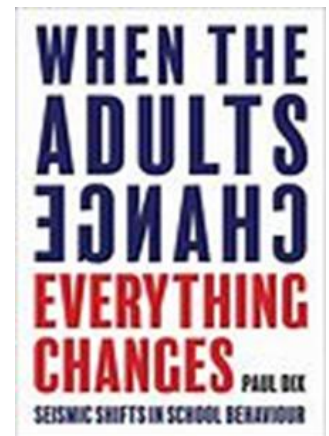
Scripting a conversation (especially after an incident once a child is regulated) allows us to choose particular words and examples to relay our message more effectively. The process of scripting (even if just making rough notes) allows us time to regulate and really consider if we are in a calm enough state to deal with the issue.

Scripting prevents waffling and ensures we are getting to the point in a precise way. It allows us to ask questions regarding a child's behaviour to spot trends or consider triggers. It allows the teacher or staff member to remain in control of the situation.

When a child discusses their behaviour with an adult, there is a teaching point that can be made. If an adult has not considered what they wish to say – the teaching point could be lost on the child. It allows the child to feel understood and empathised with, whilst ensuring they understand the behaviour in question was not acceptable.

It allows for examples and experience relating to behaviour – potential for children to practice saying something or acting a certain way if the trigger reoccurs. It gives children the opportunity to discuss their feelings, emotions, and reasons – all valid to themselves even if unacceptable.

It gives children time to pause, to think about the behaviour and make informed choices, feel in control. Staff training resources are available in the support channel. [Scripting resources](#)



Scripting Support During Event

1) Empathise: <i>I noticed you feel angry. I can see that by your body language you are feeling... I can see you did not like that but... I can see you are upset but....</i>	2) State Behaviour: <i>Stop throwing pencils please. That game is unsafe and needs to stop. You are acting unkind, stop. I would like you to stop please. That is a red behaviour, and you need to stop. We do not do that at school. This is not okay behaviour.</i>
3) Choice of behaviour <i>(This should be precise and to the point) You can either pick the pencils up now or have a five-minute break beforehand. You can either walk nicely by yourself or walk with me. You can begin to read your book/complete your work or you can repay your time at breaktime. You can have a five-minute break or sit back on the carpet.</i>	4) Move to Escalation Policies <i>(If behaviour continues or is unsafe) We do not do that at school. You have continued after making a choice so now you are moving to red. You have not made the right choice we spoke about this so you will need to complete your work at breaktime. We will need to speak with (headteacher, phase lead) if you continue.</i>

Scripting Support After Event

1) Relay information, show empathy: <i>This is what I think has happened. This is what I saw and heard. Can you help me understand? What do you think happened? Can you tell me what happened? How did that make you feel?</i>	2) Probe: <i>I noticed that made you feel angry. Why was that? I can see you did not like that. What do you think that happened? I can imagine if you saw or heard that it would make you feel that way.</i>
3) Action Step <i>(This should be precise and to the point) We do not do that at school. This is not okay behaviour. You need to stop this action. ...is unsafe and needs to stop. The action step that I would give you is...</i>	4) Practice and offer choice <i>How can we make sure we do not do this time? Can we rehearse what you may do or say? How can we behave differently next time? How can we apologise to this person? We could repay time by tidying up the mess or offering our time to help in another way. How could we do something nice for this person or make something for this person?</i>

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
Overview	Pupil details, know triggers, staff involved, SEND needs
Rewards and Sanctions	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger).
Targets	Based on the above modification and set with clear measurable criteria.
Support	Additional internal support agreed (e.g. Play Therapy, Thrive groupings)
Trigger Agreed	Actions agreed if behaviour escalates in the PSP period
Meeting Minutes	Sections to structure meetings between stakeholders and pupils in the PSP period

Positive Behaviour Plan

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 positive behaviour support plan is initiated and the child is entered onto the SEND register.

PSPs are structured in the following format.

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

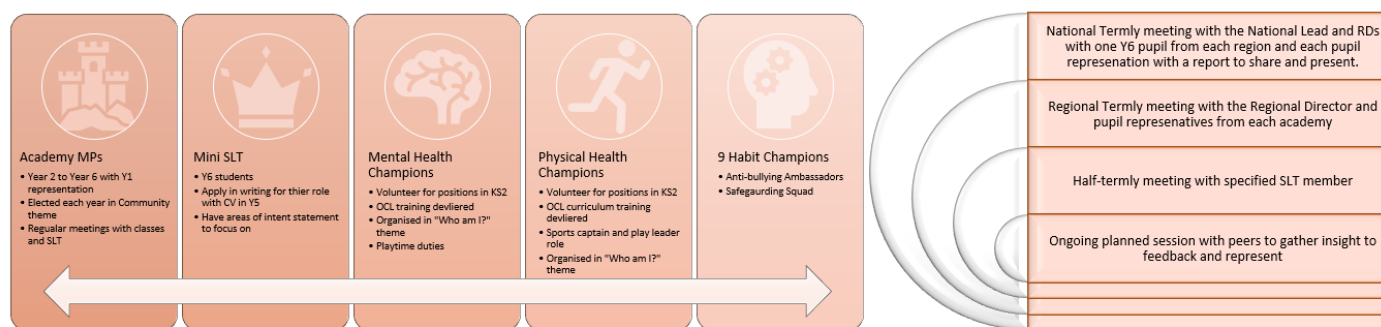
When a child is disrupting or choosing poor playground behaviours the sanctions are as follows;

Unacceptable
Behaviour

Pupil Representation

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

OCL National Curriculum – Pupil Representation



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

9 Habit Champions

9 Habit Champions are recruited annually. There is an emphasis on exemplary students in terms of behaviour, character and attendance. Their roles are 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:

BEHAVIOUR TEAM	ENVIRONMENT TEAM	PLAYGROUND TEAM
Monitoring behaviour by collecting in charts or looking at pupils gaining orange / red. Supporting with behaviour assemblies.	Ensuring the academy meets high standards of presentation: Corridors and central areas. Identify areas that need to be developed or improved and plan for this.	Identifying poor behaviours on the playground and working with playground leaders and children to improve their behaviours. Ensure the lunch hall is a calm environment where children use good manners and encourage children to use cutlery correctly.
BEHAVIOUR COUNCIL	ATTENDANCE TEAM	BUDDIES
Attending meetings with children to develop acceptable behaviours. Supporting with behaviour assemblies. Leading restorative justice sessions	Support with raffle tickets, prizes and attendance playtime. Give out rewards to classes and children. Support with Attendance Assemblies and prizes.	Supporting key children with their behaviour and helping them to reform. Be a support for lunchtime supervisors during wet play sitting in classes, helping with games.

9 Habit Champions seek opinion and take part in pupil voice activities. This helps inform policy and procedure by keeping the child in mind. Their role on the behaviour council is to provide peer conversation and opinion on acceptable behaviours from a pupil's viewpoint. This is completed under adult supervision and guidance.

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

Behaviour in and around the Academy

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

Effective routines for classroom organisation

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

Expectations of behaviour during learning


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

De-escalation and diffusion strategies

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

- using non-verbal cues
- allowing adequate personal space
- using active listening
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour
- See the Oasis 9 Habits De-escalation Tool in the Appendices

*The Thrive Approach

	Attunement	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
	Validation	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
	Containment	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
	Soothing	Be alert to how they are feeling and calm and soothe their distress
	Regulation	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.

Oasis 9 Habits De-escalation Tool

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

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 Anti-Bullying Policy available on the Oasis Zone through the Policy Portal.

Support for students

- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (See IPM process above).
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- All pupils sign an anti-bullying charter at the beginning of the academic year.

- 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

The National Directors	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
The Regional Director	The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation
The Principal	The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
The Behaviour Lead	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 develop peer coaching on behaviour. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
The Phase Leaders	The phase leaders will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
Teaching Staff	Staff are responsible for: <ul style="list-style-type: none"> • Being role models of positive behaviour • Reminding students of key unacceptable behaviours and the rules • Implementing the behaviour policy consistently • Providing a personalised approach to the specific behavioural needs of particular pupils • Recording behaviour incidents The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
Parents	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: <ul style="list-style-type: none"> • Support their child in adhering to the pupil code of conduct • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly
Students	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

Bromcom: using the expertise of technology to be behaviour experts

Bromcom is used to record all positive and negative behaviour.

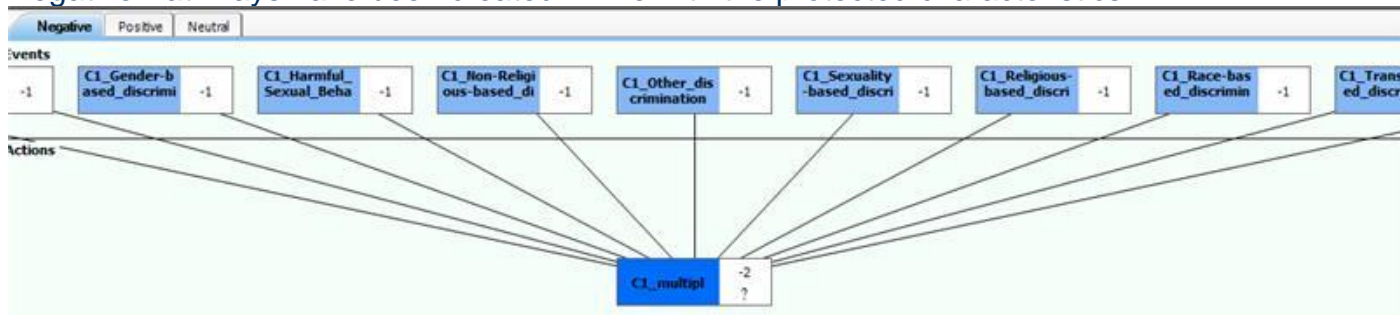
9 Habit Rewards

All 9 Habit rewards are to be logged by pupils and teachers in their 9 habit booklets.

Maintenance - Events									
Name	Description	Start Dat	Adjuster	Text Requir	Outcome Requir	Protect	Event Ty	Event Category	
Compassionate	9 Habits Compassionate	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Considerate	9 Habits Considerate	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Forgiving	9 Habits Forgiving	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Honest	9 Habits Honest	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Hopeful	9 Habits Hopeful	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Humble	9 Habits Humble	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Joyful	9 Habits Joyful	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Patient	9 Habits Patient	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Self-controlled	9 Habits Self-controlled	22/06/2021	1	No	No	Yes	9_Habits	Positive	
Weekly_attendance	100% Attendance Weekly	22/06/2021	1	No	No	Yes	Attendance	Toolbox Category	
C1_Age-based_discrimination	Category 1_Age-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Caste-based_discrimination	Category 1_Caste-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Gender-based_discrimination	Category 1_Gender-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Harmful_Sexual_Behaviour	Category 1_Harmful_Sexual_Behaviour	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Non-Religious-based_discrimination	Category 1_Non-Religious-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Other_discrimination	Category 1_Other_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Pregnancy-maternity-based_discrimination	Category 1_Pregnancy-maternity-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Race-based_discrimination	Category 1_Race-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Religious-based_discrimination	Category 1_Religious-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Sexuality-based_discrimination	Category 1_Sexuality-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C1_Trans-based_discrimination	Category 1_Trans-based_discrimination	22/06/2021	-1	Yes	Yes	Yes	Cat1Dis_Sw	Negative	
C2_Age-based_discrimination	Category 2_Age-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Caste-based_discrimination	Category 2_Caste-based_discrimination	22/06/2021	-2	Yes	No	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Gender-based_discrimination	Category 2_Gender-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Harmful_Sexual_Behaviour	Category 2_Harmful_Sexual_Behaviour	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Non-Religious-based_discrimination	Category 2_Non-Religious-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Other_discrimination	Category 2_Other_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Pregnancy-Maternity-based_discrimination	Category 2_Pregnancy-Maternity-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Race-based_discrimination	Category 2_Race-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Religious-based_discrimination	Category 2_Religious-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Sexuality-based_discrimination	Category 2_Sexuality-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
C2_Trans-based_discrimination	Category 2_Trans-based_discrimination	22/06/2021	-2	Yes	Yes	Yes	Cat2Dis_Sw	Toolbox Category	
Other_Negative	Other Negative	22/06/2021	-1	No	Yes	Yes	Other	Toolbox Category	
Other_Positive	Other Positive	22/06/2021	1	No	Yes	Yes	Other	Toolbox Category	
No_iPad	No iPad	22/06/2021	-1	No	No	Yes	Uniform_Eq	Toolbox Category	
No_PE_Kit	No PE kit for PE lesson	22/06/2021	-1	No	No	Yes	Uniform_Eq	Toolbox Category	
Uniform_Infringement	Uniform Infringement	22/06/2021	-1	No	No	Yes	Uniform_Eq	Toolbox Category	

hat

Negative Pathways have been created in line with the protected characteristics



Consequences have also been developed so they are allocated to reported incidents.

Maintenance - Outcomes				
Name	Description	Admin Use Only	Detention Type	Start Date
T1 IN CLS	Tier 1 In-class consequence	No		22/06/2021
T1 MISBRK	Tier 1 Missing Break	No		22/06/2021
T2 MISFREE	Tier 2 Missing Free Time	No		22/06/2021
T2 RMVCLS	Tier 2 Remove From Class	No		22/06/2021
T3 INTEXC	Tier 3 Internal Exclusion	No		22/06/2021
T3 RINTEX	Tier 3 Repeat Internal Exclusion	No		22/06/2021
T4 FXDEXC	Tier 4 Fixed Term Exclusion	Yes		22/06/2021
T4 PTMTB	Tier 4 Part Time Timetable>50%	Yes		22/06/2021
T5 APPLC	Tier 5 AP Placement	Yes		22/06/2021
T5 MM	Tier 5 Managed Move	Yes		22/06/2021
T5 PTMTB	Tier 5 Part Time Timetable<50%	Yes		22/06/2021
T6 PEX	Tier 6 Permanent Exclusion	Yes		22/06/2021

Discriminatory Events

All incidents that occur which are linked to the protected characteristics are to be recorded on Bromcom. They will be categorised as either 1,2 or 3. There will be guidance linked to Bromcom which will guide the individual to categorise correctly. If a category 1 status is allocated, then an outcome is triggered. Emails are sent to the teacher the pupil is allocated to in class/ form and year/phase lead.

Discriminatory Incidents:

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

Gender	Sexual Identity
Race	Transgender/Gender Diversity
Ethnicity	Religious Affiliation (or not)

In general:

- Category 1: Issues will be logged on Bromcom and dealt with through in-house interventions.
- Category 2: Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners
- Category 3: Issues are logged on CPOMS and referred for specialist intervention supported by the Academy

Category 1:

Recorded on BROMCOM

General single incidents of Cat 1 issues.

Including but not limited to:

- Verbal abuse like name-calling and offensive jokes*
- Abusive phone or text messages, hate mail*
- Online abuse*
- Harassment
- Bullying or intimidation
- Threats of violence
- Displaying or circulating discriminatory literature or posters
- Graffiti containing hate messages
- Damage to property
- Harmful sexual behaviour
-

Category 2:

Recorded on BROMCOM and discussed safeguarding implications with the DSL, recorded on CPOMS as a safeguarding issue.

Two or more (*with professional judgment this may be more than 2 incidents) Cat 1 incidents, or single incidents of Cat 2 issues.

Including but not limited to:

- Assaults - such as hitting, punching, pushing, spitting
- Destroying property e.g. ripping clothes, destroying books
- Harassment
- Sexual Harassment
- Enduring, reoccurring online abuse for example on social media and email
- Theft
- Inciting group harassment

Category 3:

Recorded on CPOMS as a safeguarding incident.

Including but not limited to:

- Sexual Assault
- Grievous bodily harm
- Incidents that occur only in the community

Consequences

Primary

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Highest level of the in-class or break time consequence	Removed from the classroom/ break-area	Internal Exclusion/ SLT removal	Repeated Internal Exclusions (% of learning lost >10%)	<i>Negotiated Transfer/ Managed Move</i>	<i>PEX</i>
Missing Break	Missing Free/Reward time	Repeated Internal Exclusions (% of learning lost <10%)	<i>Fixed term Exclusion</i> <i>Part-time timetables >50% limited period</i>	<i>AP Placement</i> <i>Part-time timetables <5 0% longer term</i>	

Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	<ul style="list-style-type: none"> • Leaders are trained on using academy data systems to ensure behaviour monitoring is robust and effective. • Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved. • Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal. • Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis. • Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff. • Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools. • Leaders make effective use of a range of Trust expertise: <ul style="list-style-type: none"> • Monitoring Standards Team • Directory of Best Practice • National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning. • Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.
Academy Staff	<p>To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development. Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> • ACES • Relational Approaches to Behaviour • 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 • Effectively issuing a report/tracker • Impactful parent meetings • Multi-agency meetings • Managing grief • Managing self-harm

	<ul style="list-style-type: none"> • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity LGBTQ empowerment
De-escalation & Diffusion	<ul style="list-style-type: none"> • Engaging with positive handling training and Thrive training as necessary. • Scripting • 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.
Restorative practice	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.

Horizons

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

Issuing

- In order to get a device, a student must sign a Home Use agreement. If they are unwilling to sign, the device will not be issued to them.
- In order for the device to be allowed home, the agreement must also be signed by the parent/carer.
- The device remains in the care of the authorised user until they are required to return it. The return of the device can be requested at any time.

Using the Device

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

Online Safety

- Restrictions to certain internet sites will be restricted in line with the behaviour and E-Safety policies of Oasis Community Learning.
- IT Services will deploy security and web filtering software to the devices to ensure that internet access is conducted in a safe manner and users are protected from accessing inappropriate content. Filtering is in place whenever the device is used, whether it is in the Academy or in the user's home.

- The Academy is alerted at any time inappropriate or dangerous activity is detected. Students must be aware of this understand that consequences may be imposed if warranted.
- However, the Academy still requires parents and carers to supervise the safe usage of their child's device. We cannot be held responsible for any activity users partake in on the device whilst at home. We suggest that parents ask their child to keep the device downstairs at bedtime – an ideal opportunity too for the device to be charged overnight.
- All staff, students and parents/carers will be encouraged to download the Safer Schools App – a resource providing up to date advice and support on safe digital use.
- PSHE sessions and assemblies will also cover on-line safety at regular times

Keeping the Device Safe

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

Damage, Loss, and Theft

- The devices are insured against theft or accidental damage. However, parents/carers may be invoiced for the loss or intentional damage to any device.
- Any damage to or loss of equipment (including the case and charger) must be reported to the Academy immediately. A spare will be issued if any device is faulty, accidentally damaged, or stolen.
- Any lost devices will be placed in 'Lost & Stolen' mode which prevents it being used. It also allows the location of the device to be tracked – this information may be passed on to the police.
- If a device is stolen outside of the Academy, parents/carers are required to obtain a valid crime number for the police in order to avoid being charged for a replacement.

Misuse

- The device is a tool for learning. Therefore, access to it will never be used by the Academy as a consequence for poor behaviour unless the incident directly relates to the misuse of the device itself, another student's device or if the incident was perpetrated through the use of the device.
- Any student using the device inappropriately or failing to look after it adequately may have it taken away from them or only be able to use it whilst under staff supervision. The Academy reserves the right to prevent devices being taken home each evening if there are concerns that it is being misused whilst at home.
- In certain circumstances the Academy will also surrender a device to the police in order to assist in the detection or prevention of crime.
- Should an authorised user fail to return a device when requested e.g. when leaving the Academy, Oasis will follow up and may take legal proceedings to recover the costs of a replacement.
- Users are not permitted to take the device outside of the UK without written permission from the Principal.

- The device must be used in the classroom as directed by the teacher – students must listen to instructions and do exactly as requested, including placing the device down and closed when required. Students must not use the device when the teacher gives the instruction, “devices down”.

Horizons – Golden Rules

1. Bring device, charger and wire headphones to the Academy every day.
8. Ensure it is charged overnight every day.
9. Keep it safely stored in its case; transport it carefully in a school bag.
10. You are responsible for it – look after it and keep it safe. Report any loss or damage immediately.
11. Remember everything you do on it is tracked – only access appropriate material. The
12. will be consequences if you choose to use it improperly.
13. Ensure you set the 6 digit password (and biometric fingerprint if you wish). Never
14. leave the i-Pad unattended without closing the case.
15. Follow all teacher instructions on using the i-Pad in class. The words “devices down”
16. indicates that it must be placed on the desk and left alone for that part of the lesson.
17. You must upload the Safer Schools App – this will give you important and regular
18. safeguarding updates.
19. The i-Pad remains the property of Oasis. It must be returned whenever requested

Legislation and Statutory Requirements

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

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

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

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

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

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

Discipline in our Academies – teachers’ powers

Key Points

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

- Teachers can confiscate students' property (More detail later in the policy)

Consequences for poor behaviour

What the law allows:

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

Physical intervention

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

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

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others
- Incidents of physical intervention must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Recording of physical intervention

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

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary

- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any
- The 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 Behaviour for Learning Policy

[OCL Physical Intervention Policy](#)

OCL [Staff Code of Conduct Policy](#)