



## OASIS ACADEMY BEHAVIOUR POLICY LOCAL OFFER.

Introduction 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
- We believe that good relationships are at the heart of everything we do.

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

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

|   | Lever  | Academy Leaders   | Academy Staff   | <br><div style="border: 1px solid black; padding: 5px; text-align: center;">           Harmonious climate for learning where all young people can flourish and thrive.         </div> |
|---|---|--|---|--|
| 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   | Set design and agree the pastoral curriculum in line with the vision and values.   | Deliver the curriculum effectively and inspirationally.   |  |
| 3 | Academy Behaviour systems 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.  | 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 comit to the professional development, including expert and pastoral specialist training.                            |  |

### Oasis Ethos and the 9 Habits

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

<https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>

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

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of student 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.

At Oasis Academy Parkwood, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. Our curriculum themes explore the habits on a, personal level.

We as adults embody the Oasis nine habits and use these to develop our skills when dealing with students 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.

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| <p><b>Compassionate</b></p> <p><i>"To be compassionate and kind whilst acting justly."</i></p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>   | <p><b>Patient</b></p> <p><i>"To be patient and persevering."</i></p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.</p> | <p><b>Humble</b></p> <p><i>"To be honouring of others through serving with humility."</i></p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>                |
| <p><b>Joyful</b></p> <p><i>"To be joyful and positive and help others to be the same."</i></p> <p>Real joy is not shallow or momentary, but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds resilience in our lives and the teams we are a part of.</p>                                | <p><b>Honest</b></p> <p><i>"To be honest and have integrity."</i></p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.</p>   | <p><b>Hopeful</b></p> <p><i>"To be hopeful in seeking transformation."</i></p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that "you have to kick at darkness until it bleeds daylight." So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.</p> |
| <p><b>Considerate</b></p> <p><i>"To choose to love others like you love yourself."</i></p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.</p> | <p><b>Forgiving</b></p> <p><i>"To be forgiving and committed to healthy relationships."</i></p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming... it always changes things.</p>  | <p><b>Self-controlled</b></p> <p><i>"To be self-controlled."</i></p> <p>Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.</p>   |

## LEVER 1: ACADEMY VISION AND VALUES

### Character Education at OAP

At Oasis Academy Parkwood, our curriculum is built around the development of the Oasis nine habits. Our students are encouraged to develop their character and behaviour by learning about the habits, reflecting on their own character and recognising character strengths and deficits in others.

- Frank the forgiven flamingo.
- Colin the considerate caterpillar
- Henry the humble hedgehog
- Poppy the patient panda
- Hugo the hopeful hippo
- Jack the joyful joey
- Hannah the honest horse
- Charlie the compassionate cat
- Sophie the self controlled swan.

## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM.

### Character Education at

### OAP

Knowledge Rich  
Academic  
Curriculum

Taught Pastoral  
Curriculum

(Extra-curricular,  
PSHCE, CIAG  
etc.)

Untaught Pastoral'  
Culture'

Curriculum  
(displays,  
assemblies, rituals,  
routines,  
celebrations.)

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

1. The ‘Taught’ character curriculum:
  - CEIAG (careers education, information, advice and guidance)
  - PSHCE (physical, social, health and cultural education)
  - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops etc.)
  - Extra-curricular programme (e.g. before and after school clubs and societies.)
  
2. The culture created by staff behaviours and the systems and routines of a school This is often less tangible and may be seen in the way assemblies are conducted, in form time / family time, in corridor conversations, and in signs and symbols around school. This is often summed up as ‘the way things are around here’

**EXTRA CURRICULAR ACTIVITIES:**

**Football, Science club, Dodge ball, baking club, Athletics club, netball, yoga, cross-country, boxing, drama, swimming club, breakfast club, Fred club, busy bees club,**

**Experiences**

Robinwood, Farm visits, theatre visits, theatre companies attending academy, Yorkshire Wildlife Park, Sundown Adventure Land

**LEVER 3: Academy Behaviour systems, structures and routines.**

## Oasis Academy Parkwood

### Reward Ladder

| <b>Behaviour</b> | <b>Possible Reward</b>                     | <b>Monitoring/Action/Comments</b>   |
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| ‘Platinum Time’  | No sanctions half termly behaviour reward. | A lesson/afternoon where the children who have had no sanctions at all per half term/term can choose from a range of special fun activities e.g. cooking, i-pads, art, PE etc |

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| Each class teacher nominates a child from their class who has over the half term, really stood out in their learning or behaviour.  | Special Award – (half termly) -  | Badge and certificate are awarded in an extra-special Assembly on the last Friday of term to which parents of the children who will be getting the awards are invited. The reasons for getting the award are logged with the child's name in the Special Award book. |
| Each class teacher nominates a child from their class who has really stood out for some positive reason to do with learning or behaviour.   | Pupil of the Week (weekly)   | Trophy and certificate are awarded in Special Assembly in Friday and the child is publicly praised by the teacher as they explain to the school what the child has done to merit the award.  |
| Children (or parents/staff) notify G&T lead of any activity they have done out of school, particularly if it has produced a trophy, certificate, medal etc.   | Efforts and achievements of children out of school in Talent Assembly. (monthly) | Out of school achievement recorded in Talents Assembly book and those children are invited to bring their trophies etc. in and come out and talk about them in Talent Assembly, which is held on the last Wednesday of every month                                   |
| The child in each class with the highest weekly score in Mathematics gets to wear a special badge for the week and their name is displayed near the dinner serving area.<br><br>Hard work or good attainment in an area of maths. | Maths Awards (weekly and termly)   | Mathletics scores collated centrally by Maths Lead.<br><br>Also Staff nominate a child termly and a child is chosen from the nominations to receive a maths trophy.  |
| Hard work or good attainment in an area of literacy.  | Writing Awards (termly)  | Staff nominate a child termly and a child is chosen from the nominations to receive a writing trophy.  |
| All children who have read 5 times a week for most of the weeks that term are awarded a book token to be exchanged for a book from the school book shop.<br><br>Hard work or good attainment in reading.                          | Reading Awards (weekly and termly)   | Reading recorded by class teachers in reading records.<br><br>Also Staff nominate a child termly and a child is chosen from the nominations to receive a reading trophy.   |
| Exceptional learning in a lesson. Something which for that child is so exceptional that it merits recognition from someone 'more special' than the normal class.  | Principal's stickers and Special Book. (unlimited)                               | Text home to parents.<br><br>NB Just stickers can also be given in a similar way by other staff whom the child regards as 'special'.   |

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| <p>Nurture type activities such as baking or art activities as rewards for children who are on behaviour contracts in order to encourage good behaviour.</p>   | <p>Reward time in the Nurture Room (usually weekly)</p>                | <p>The frequency and type of reward will vary and will be set by the adults involved in setting up the behaviour contract in consultation with the child.</p>  |
| <p>Good behaviour above and beyond the norm at lunchtimes.</p>   | <p>Lunchtime Special Table (weekly)</p>                                | <p>Dinner ladies note behaviour that helps and is a good role model for others etc. and those children are given a verbal invitation in Friday's Assembly to sit on the Special Table with a friend of their choice on the following Monday.</p> <p>The Special Table is set with a cloth etc and each child has a sweet as a treat.</p>   |
| <p>Good behaviour and attitude to school life above and beyond what is expected as the norm: e.g. going out of their way to be kind to others, working/playing particularly well with others or working hard outside lesson time, such as doing good homework or working on something extra at home which supports their learning.</p>   | <p>Congratulations slip (unlimited)</p>                                | <p>Congratulation slips contribute to points for the Academy's House System. Weekly totals are announced in Friday's whole school assembly and the House with the most slips that week is allowed to wear non-uniform the following Friday.</p> <p>Running totals are also kept and the winning House is rewarded at the end of each term with a special activity or privilege.</p> <p>The front part of the Congratulations slip is detached to go home for parents to praise or reward as they see fit.</p>  |
| <p>Good learning: e.g. answering a difficult question, adding a new line of thought to a discussion, picking up something new very quickly, doing more work than expected in a lesson, getting all the work set correct,</p>   | <p>Stickers / stamps (unlimited)</p>                                   | <p>Stickers only to be given for outstanding work or exceptional work and placed on the card. When the card is full then a reward is given. There is an expectation that this will not fill up quickly.</p>  |
| <p>Doing the right thing in a learning situation: e.g. acknowledgement of something fairly minor (e.g. putting the date on the correct line) which is rarely done by the child or the class (using as a model), saying well done for improvement in presentation or attainment.</p> <p>Doing the right thing in a social situation: e.g. thanks for clearing away; holding a door; sitting nicely etc.</p> | <p>Smile, positive comments, praise, 'Grounded Praise' (unlimited)</p> | <p>Praise should be given as often as it is warranted and some children will need it more than others.</p> <p>Grounded Praise is a very specific and effective way of giving praise, specifically to children with low self-esteem who struggle to accept praise.</p> <p>When giving Grounded Praise always use the following formula:</p> <p style="text-align: center;">Name → Description → Praise →<br/>Affirmation</p> <p>e.g. Wow, David, your handwriting in this paragraph is the neatest on your table today because you're such a hard worker.</p> |

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| Behaving the right way as expected. |  | Using the child's name makes the praise more difficult to shrug off, as does the precise description of what they have done and what this means. |
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## Oasis Academy Parkwood

### Behaviour Ladder

| Behaviour  | Possible Sanction    | Monitoring/Action   |
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| Consistent and persistent behaviour as below.<br>Severe violence resulting in injury;<br>excess temporary exclusions; identified high H&S risk to the school community;<br>persistent and extreme disruption and/or defiance.  | Permanent Exclusion  | Parents contacted by Principal.<br>Same day meeting/pupil collection.<br>Other agencies notified.<br>Alternative provision.   |
| Refusal to engage with behaviour support measures;<br>serious vandalism;<br>serious bullying;<br>serious violence and/or aggression;<br>defiance;<br>inciting others to violence/defiance;<br>malicious allegations;<br>identified H&S risk to the school community;<br>persistent swearing at and/or threatening staff;<br>inappropriate use of technology;<br>serious calculated theft;<br>inappropriate sexualised behaviour. | Temporary Exclusion  | Parents contacted by SLT.<br>Same day meeting/pupil collection.<br>Exclusion letter sent.<br>Arrangements made for re-integration meeting at the end of exclusion.<br>Work to be set by class teacher and sent for all exclusions.<br>Any relevant agencies notified. |
| Numerous incidences of violence or other actions endangering the safety of others;<br>outright refusal to work;  | Working in isolation | Involvement of Learning Support Team and relevant outside agencies.<br>Individual Behaviour Plan.<br>Personal Handling Plan.  |



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| serious disruption of the class; foul and abusive language.   |   | Relevant programme of behaviour support and modification developed by Learning Support Team and class teacher.<br>Risk Audit and Assessment on any subsequent incidents which indicate an H&S risk.<br>Involvement of parents and home-school link established.                |
| Violence or other actions endangering the safety of others;<br>outright refusal to work;<br>serious disruption of the class.  | Removal to safe space   | Involvement of Learning Support Team.<br>Personal Handling Plan.<br>Risk Audit and Assessment<br>Involvement of parents and home-school link established.  |
| Persistent bullying;<br>persistent theft;<br>racist, sexist or homophobic language.   | Removal from classroom and interview with Principal or member of SLT.   | Incidents recorded.<br>Letter or email to parents.   |
| Fourth incidence of: lack of work;<br>lack of effort;<br>disrespectful or inappropriate behaviour towards others;<br>abuse of equipment;<br>low level disruption;<br>swearing;<br>refusal to follow an instruction;<br>direct rudeness to an adult;<br>deliberately hurting another child; theft. | Removal to partner class<br>Record in the class behaviour log.  | Excessive number picked up during routine monitoring and letter sent to parents.<br>Parents contacted/spoken to formally by the class teacher and Learning Support Team as appropriate.<br><br>Involvement of Learning Support Team with targeted behaviour support materials. |
| Third incidence of: lack of work; lack of effort;<br>disrespectful or inappropriate behaviour towards others;<br>abuse of equipment;<br>low level disruption;<br>swearing;<br>refusal to follow an instruction;<br>direct rudeness to an adult;<br>deliberately hurting another child; theft.     | Disappointment slip/name moved to black<br>Record in the class behaviour log.<br>White copy of slip goes to parents and green copy is kept to signal 5 minutes lost from Golden Time. | Excessive number picked up during routine monitoring and letter sent to parents.<br>Parents contacted/spoken to formally by the class teacher as appropriate.<br>Initial referral to Learning Support Team   |

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| <p>Second incidence of: lack of work<br/>lack of effort;<br/>disrespectful or inappropriate behaviour towards others;<br/>abuse of equipment;<br/>low level disruption.</p>  | <p>Red card/name moved to red<br/>Record in the class behaviour log.</p>        | <p>Parents contacted/spoken to semi-informally by the class teacher as appropriate.<br/>Excessive number picked up during routine monitoring and letter sent to parents.</p>   |
| <p>First incidence of: lack of work; lack of effort;<br/>disrespectful or inappropriate behaviour towards others;<br/>abuse of equipment;<br/>low level disruption.</p>  | <p>Yellow card/name moved to yellow.<br/>Record in the class behaviour log.</p> | <p>Excessive number picked up during routine monitoring and letter sent to parents.</p>  |
| <p style="text-align: center;"><b>Rewards</b></p> <p>Smile, positive comments, praise.<br/>Stickers / stamps.<br/>'Congratulation slips'. These contribute to points for the school House system. Weekly totals are announced in Friday's whole school assembly. The winning House is rewarded at the end of each term with a special activity or privilege.<br/>Principal's stickers/stamps.<br/>Principal's Special Book.<br/>Positive text messages to parents.<br/><br/>Pupil of the Week - trophy and certificate may be awarded for good/improved behaviour.<br/>Special Award – (half termly) - badge and certificate may be awarded for good/improved behaviour.<br/>Efforts and achievements of children out of school in a monthly Talent Assembly.<br/>No sanctions half termly behaviour reward.</p> |   | <p style="text-align: center;"><b>Sanctions</b></p> <p>Look / gesture.<br/>Verbal reminder of rule/appropriate behaviour.<br/><br/>KS1 –child's name is moved to yellow on behaviour dartboard/KS2 -Yellow card issued.<br/>KS1 –child's name is moved to red on behaviour dartboard/KS2 -red card issued.<br/>KS1 –child's name is moved to black on behaviour dartboard/KS2 –disappointment slip issued.<br/><br/>Immediate disappointment slip for any of the behaviours listed on it.<br/><br/>Removal from own class to work in pre-arranged partner class.<br/><br/>Interview with member of the SLT.<br/><br/>Removal from own class to our 'safe space'.<br/><br/>Exclusion.<br/><br/>Permanent Exclusion.</p> |

## Anti-bullying guidance

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying can include: (including definitions from the NSPCC)

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

Details of OCL's approach to preventing and addressing bullying are set out in our 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.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

## Roles and Responsibilities.

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| <b>The National Directors.</b> | The Monitoring and Standards Team evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director  |
| 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 |

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| The Behaviour Lead | The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on PSPs. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.   |
| Teaching Staff     | <p>Staff are responsible for.</p> <ul style="list-style-type: none"> <li>• Being role models of positive behaviour</li> <li>• Reminding students of key unacceptable behaviours and the rules</li> <li>• Implementing the behaviour policy consistently</li> <li>• Providing a personalised approach to the specific behavioural needs of particular students</li> <li>• Recording behaviour incidents</li> </ul> <p>The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.</p>  |
| Parents            | <p>Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and Academy is vital for the promotion of an effective behaviour protocol. Parents should be consulted when an aspect of the Academy's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed). Parents are expected to.</p> <ul style="list-style-type: none"> <li>• Support their child in adhering to the student code of conduct</li> <li>• Inform the school of any changes in circumstances that may affect their child's behaviour</li> <li>• Discuss any behavioural concerns with the class teacher promptly</li> </ul> |
| Students           | Students 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   |
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## Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

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| <p>Academy Leaders</p> | <ul style="list-style-type: none"> <li>• Leaders are trained on using Academy data systems to ensure behaviour monitoring is robust and effective.</li> <li>• Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.</li> <li>• Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.</li> <li>• Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.</li> <li>• Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.</li> <li>• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.</li> <li>• Leaders make effective use of a range of Trust expertise:             <ul style="list-style-type: none"> <li>o Monitoring Standards Team</li> <li>o Directory of Best Practice</li> <li>o National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students’ pastoral learning.</li> </ul> </li> <li>• Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.</li> </ul> |
| <p>Academy Staff</p>   | <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"> <li>• Mental Health First Aid for pastoral leaders</li> <li>• Managing an investigation of an incident</li> <li>• Restorative justice/mediation</li> <li>• Physical restraint training</li> <li>• Attendance systems/structures             <ul style="list-style-type: none"> <li>• Reintegration following fixed term exclusions</li> </ul> </li> <li>• Effectively issuing a report/tracker OCL Behaviour for Learning Policy April 2019 44</li> <li>• Impactful parent meetings</li> <li>• Multi-agency meetings</li> <li>• Managing grief</li> <li>• Managing self-harm</li> <li>• Preventing and dealing with bullying</li> <li>• Parental classes</li> <li>• Sexual orientation, gender identity LGBTQ empowerment</li> </ul>   |



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| Deescalation & Diffusion | Engaging with positive handling training<br>all staff are trained internal on the laws and legislation around using reasonable force in schools |
| Restorative practice     | We use differing strategies from the restorative practice to work with behaviour that is challenging.   |