



# **OASIS COMMUNITY LEARNING BEHAVIOUR FOR LEARNING POLICY**

## Document Control

### Changes History

Version	Date	Amended by	Recipients	Purpose
1.6		Chris Chamberlain	All OCL Principals	Updated policy
1.7	03.04.19	Chris Chamberlain	All OCL Principals	Updated policy

### Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Murphy	CEO, OCL	Sept 2018	1.6
John Murphy	CEO, OCL	Sept 2019	1.7

### National/Local Policy

- This policy must be localised (see instructions on page 7)  
 This policy must not be changed, it is a National Policy.

### Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?

- Yes  
 No

If yes, the policy status is:

- Consulted and Approved  
 Consulted and Not Approved  
 Awaiting Consultation

### Distribution

This document has been distributed to:

Name	Position	Date	Version
All Executive, Lead Principals and the OCL National Education and Core Strategy Team/s.	OCL Senior Leaders	September 2018	1.6
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## 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 21<sup>st</sup> Century
- Develop their ethical approaches and values in their lives

We believe that leaders should be empowered to innovate in the best interests of their students and communities. **In light of this, each Academy will have its own localised behaviour protocols ensuring effective student behaviour.** Localised protocols will follow the broader guidance outlined in this policy. (See Appendix A). Both need to be displayed on your Academy website.

OCL is keen to share best practice in this field and there are a range of vehicles for this including the National Lead Practitioners, National Curriculum Leads, Regional Directors, National Leads for Learning and Innovation, National Conferences, Monitoring and Standards Team, Regional Improvement Networks, the Best Practice Directory and direct Academy-to-Academy support.

In the Appendices there are also examples of best practice that leaders may find of use to adapt.

## The Oasis Education Charter



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

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

## Oasis Ethos and the 9 Habits

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




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

Each Oasis Academy:

Has its own identity, but shares the common purpose of transforming lives and communities committed to enabling children and students to become effective, enthusiastic, independent learners, committed to their life-long learning. Is dedicated to the pursuit of excellence across all aspects of its life and work.

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

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

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

## LEVER 1: ACADEMY VISION AND VALUES

### Vision and Values: Academy Leaders

Great leaders create climates for learning in which students are equipped to succeed in school and life. This is because great leaders set, and communicate well, a clear vision for their Academy which is underpinned by a clear set of values or beliefs.

Within OCL these attributes are common amongst OCL leaders:

- A passionate belief that things can change for the better.
- A willingness to find and face the facts, and then act upon them to make a difference.
- A genuine care and concern for the people and communities with whom they work.
- An ability to develop, share and ignite a vision with those that they lead.
- Total integrity: our leaders' words and deeds are fully integrated.
- The ability to empower others and to develop their potential.
- A willingness to encourage risk-taking, questioning and challenge.
- A relentless focus in helping teachers to solve the four fundamental problems of teaching and learning mentioned below.

Explicit clarity of direction is crucial to success. A clear 'end goal' that all are working towards (vision). Additionally, an explicit set of guiding principles that helps us to achieve our vision (values). Leaders must over-communicate both the Academy vision and the Academy values, clearly, impactfully and regularly. The 'language' of our vision and the 'language' of our values must be embedded within everything that the Academy does, says and stands for.

- Leaders are committed to realising the 'end goal' or 'vision' of the Academy for all young people. Leaders are clear about what, their Academy vision is. For example, 'Be a Leader for Tomorrow', 'Secure an Aspirational Career of Choice', 'Become a Change Agent in the Community', 'Thrive and Flourish at University', 'Be a Kind, Courteous, Model Citizen'.
- Leaders are clear about their beliefs and values that underpin all that they do. These should be underpinned by the Oasis ethos, and reconcilable with our Trust 9 Habits (See Appendix D):

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

- Leaders recognise their responsibilities as custodians, not just to their existing students, but also to those of the past and future. They are relentless in making their Academy vision a reality, for all its students. As such, leaders recognise the value of developing and growing engagement within the communities they serve.



## **Vision and Values: Academy Staff**

All Academy staff must embody, embrace, understand and embed the vision and values of their Academy in all that they do:

- Academy staff should talk regularly to students about the vision of the Academy and what it means to each student individually
- Academy staff should weave the values and vision of the Academy into all pastoral and learning interactions with students
- Academy staff should use the vision and values as a reference point when making decisions around behaviour, curriculum, lesson planning, assessment, pastoral conversations etc

## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

In order to achieve the vision which Academy leaders set out, students need to develop both competence **and** character. Academic and pastoral curricula do not sit in isolation, they complement each other, and support the vision. They are equal in importance.

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

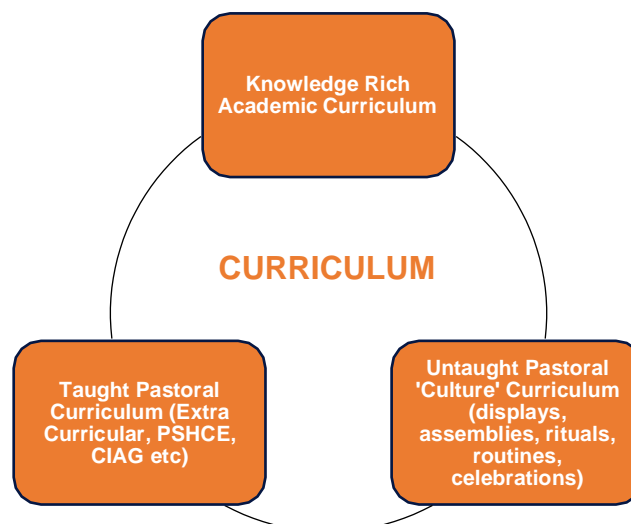
### 1) The ‘taught’ character curriculum:

- The **Oasis Ethos** values and 9 habits
- **CEIAG** (*careers education, information, advice, and guidance*)
- **PSHCE** (*physical, social, health, team work skills, RE and cultural education*)
- **Enrichment activities** (*eg trips and visits, non-curricular courses or workshops, etc*)
- **Extra-curricular programme** (*eg. 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’*

The Oasis curriculum can be summarised in the diagram below. There are three equally important parts of our Oasis curriculum model. In this policy we are focussing primarily on the ‘taught’ pastoral curriculum and the culture created in schools.



### ‘Taught’ Pastoral Curriculum: Academy Leaders

Ensure that the curriculum outlined above is selected, structured and presented in a way that renders it comprehensible and inspiring to young minds. This is the same principle as in the taught academic curriculum, because they are equally important.



- Leaders have absolute clarity as to what excellent pastoral education should look like in their Academy, for all year groups and in each area.
- Leaders ensure that the pastoral curriculum taught in their Academies focuses upon powerful knowledge and experiences that build cultural capital and develop students' ability to keep themselves safe, healthy physically, mentally and with respect to relationships.
- Leaders ensure that the pastoral curriculum is carefully planned, so that every year students' learning provides foundations for what they do in the following year(s). They ensure that everything students learn pastorally empowers students to realise their potential and prepares them for success in the next phase of their lives.

### **'Taught' Pastoral Curriculum: Academy Staff**

Academy staff have a duty to portray the pastoral curriculum (including enrichment, extra-curricular, Oasis ethos and values, CEIAG and PSHCE) content in a way that renders it comprehensible to students. Enlist student participation, targeting content towards all students, particularly those who are not necessarily interested in the development of character or their preparedness for adult life, and who need to be persuaded of its value:

#### Curriculum Design:

- Scheduling / interleaving pastoral content
- Building learning on a platform of what students already know, and building new learning on foundations of prior knowledge
- Wherever possible, rooting learning in a real-life context so that students can see the relevance of their learning and skills development
- Designing activities that direct student thinking to the right areas
- Providing time for learners to practise and apply in other contexts, and encouraging them to do so – make learning flexible

#### Curriculum Delivery:

- Representing new concepts to students.
- Exposing misconceptions, exploring them and correcting where necessary
- Encouraging concentration and mental effort.
- Praising effort rather than intelligence so that students begin to see the link between hard work and their outcomes

More specifically:

<i>Planning, so that pastoral curriculum content is rendered comprehensible to young minds.</i>
<i>Where relevant learning objectives are precise, clear, important, achievable, so that learning is precisely targeted at student knowledge gaps.</i>
<i>Pastoral /Academy Staff ensure that learning outcomes demonstrates achievement of the objective, so that students clearly demonstrated their learning.</i>
<i>Pastoral /Academy Staff pitch learning correctly, so that all students are sufficiently challenged.</i>
<i>Pastoral /Academy Staff sequences pastoral learning objectives and outcomes over time, so that a clear picture of student pastoral emerges.</i>

<i>Delivery, so that every minute pastorally is used well.</i>
<i>Pastoral /Academy Staff use time effectively, so every minute of pastoral time is made to count.</i>
<i>Pastoral /Academy Staff ensure activity transitions are slick, so that no learning time is wasted.</i>
<i>Engagement, so that students feel enriched and joy of learning is nurtured.</i>
<i>Pastoral /Academy Staff demonstrate a love of learning and of their pastoral roles, so that students never feel they 'have' to learn about a topic but 'need' to.</i>
<i>Pastoral /Academy staff contextualise pastoral learning, so that students know the value of the learning beyond summative assessment.</i>
<i>Student motivation, so that students see the value in effortful learning.</i>
<i>Pastoral /Academy Staff develop students' intrinsic motivation, so that students are driven towards mastery for its own sake, especially when learning gets tough.</i>
<i>Assessment, checking for understanding and feedback, so that pastoral learning can be observed and gaps in understanding can be bridged.</i>
<i>Pastoral /Academy Staff ensure that pastoral experience builds from prior learning, so that students make links with what they already know.</i>
<i>Pastoral /Academy Staff adapt their planning and delivery based on data gathered, so that instruction is targeted at knowledge gaps.</i>
<i>Pastoral /Academy Staff feedback (oral and written, including. reports) makes students aware of how to improve, so that students don't repeatedly make the same errors.</i>
<i>Over time, student work (in books or similar) is of good quality and quantity, so we can see that good student outcomes are a pattern over time.</i>

### **Relevant reference material: PSHE Curriculum planning**

Leaders use <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5> in order to support their curriculum planning and delivery of PSHE. The DfE has also released, in draft form, guidance for relationships education which will be statutory for September 2020.

### **Careers, Information, Advice and Guidance for Secondary and All-Through Academies**

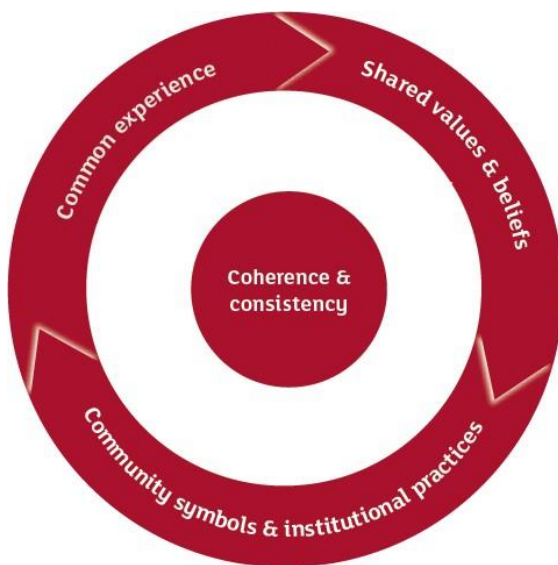
Leaders use [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf) in order to support their curriculum planning and delivery of Careers Information Advice and Guidance. The Gatsby Benchmarks offer fundamental advice and guidance to school leaders: <https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

## Enrichment and Extra Curricular

An innovative and creative enrichment curriculum should be offered in all Academies that ensures the development of the whole child-culturally, socially, emotionally and physically. This could include a diverse range of activities: music, debating, cooking, fashion, crafts, art, drama and media and technology. Additionally, students should have the opportunity to explore sports and physical activity outside of their timetabled lessons.

## Culture

The character development of students is also shaped by more intangible learning, and is often described as culture or ‘the way things are around here’. A school can describe their values and beliefs, but unless these beliefs are lived out in the common experience for students and staff, they will stay as words on a sign or prospectus. A school can claim to be ‘a caring safe community’ for example, but this is meaningless to the student who is scared to come to school because of a bully; who feels ‘invisible’ in the corridors and classrooms; or indeed to the bully who knows he can fight on every corridor. A school may claim to value ‘endeavour’ but if there are no opportunities to learn what that looks like; if teachers don’t narrate the concept regularly as a reminder and show what it looks like; or if there are no celebration opportunities in tutor time or assembly for students to be rewarded for hard work, this claim becomes empty.



Community symbols and organisational systems, routines and practices are a way of driving the common experience of the values of the school, and are ways to communicate the values to all stakeholders. These practices can look like uniform policy, behaviour policy, assemblies, the format of tutor or circle time, the way students are greeted in the morning, the expectations of staff on duty; anything which dictates ‘the way things are around here’.

In order to ensure that the Academy culture delivers a coherent message of the values and experience you want to cultivate, and ensures students really experience the curriculum you want, thought must be given to the systems, structures and routines you put in place, and how to ensure they are sustainable and consistent.

## LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES & ROUTINES

### Systems, Structures and Routines: Academy Leaders

Ensure systems, structures and routines are in place to provide environments which manage student behaviour, both during structured (lesson) and unstructured time (break/lunch), promoting and developing positive learning and life habits and ensuring focus from all students. Leaders create and manage a whole-school behaviour systems and structures that empower:

- Students and staff to feel safe and secure at all times and during all Academy activities.
- Systems, structures and routines that are simple, clear and routinely and consistently followed by all staff and understood by all students and their families.
- All staff to intervene swiftly and consistently in order to redress deteriorating behaviour for individuals or groups of students.
- Teachers to deliver effective lessons, reflecting the approaches outlined in the OCL Learning Policy to ensure low level disruption is prevented or addressed swiftly and effectively.
- Leaders to create and maintain a culture, both in and outside of lessons, in which excellent behaviour is the norm and both staff and students understand their responsibility for explicitly promoting and developing positive learning behaviours. These behaviours include, but are not limited to, self-direction, resilience and self-control.

### Systems, Structures and Routines: Academy Staff

All Academy staff to implement and follow these systems, structures and routines consistently. Academy staff to seek support and further guidance if this is difficult.

Academy staff are to ensure student behaviour, both during structured and unstructured time, promotes and develops positive learning and life habits

This is best achieved by:

- Planning high quality routines and training students in these, including for unstructured time.
- Seeking support, guidance and further training when there are difficulties in managing student behaviour that cannot be overcome
- Building a focused and productive Academy climate for learning, in which behaviours falling short of expectations are consistently addressed and corrected; and restorative conversations harnessed to enable students and adults to better understand and respond to conflict.
- Ensuring students and their parents/carers understand and can see the relationship between their choices about learning behaviour and their learning outcomes.

More specifically:

**Behaviour Management**, *ensuring focus from all students, including those restless and easily distracted.*

**Pastoral / Academy Staff are highly visible**, *so that at all times of the Academy day, students feel safe and expectations around behaviour and conduct reinforced.*

<b>Pastoral / Academy Staff able to gain and hold student attention, de-escalating when necessary, so reflection and learning can take place.</b>
<b>Pastoral routines are clear, slick, and efficient, so that no learning time is wasted.</b>
<b>Pastoral / Academy Staff deal effectively with behaviour falling short of expectations, so that students are safe and able to focus on their learning.</b>
<b>Pastoral / Academy Staff use systems of rewards and sanctions consistently, so that students are motivated to behave.</b>
<b>Pastoral / Academy Staff uses time effectively, so that every minute is made to count.</b>
<b>Teacher narrates the link between behaviour and learning, so that students see the connection between their behaviour and successful outcomes.</b>

## **Behaviour Roles and Responsibilities within OCL Trust**

### **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 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 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 consequences are applied consistently

### **Staff**

Managing student behaviour is everyone's responsibility. Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of non-negotiables or ground rules regularly
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular students
- 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:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Students**

Students, including those with additional needs, 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.

## **OCL Learning Policy Guidance for lessons**

Our Trust Learning Policy recognises that Academy leaders must create an environment which manages student behaviour, promoting and developing positive learning habits and ensuring focus from all students. They must do this so that teachers are supported in a single-minded focus on teaching great lessons, free from the distractions of disruptive behaviour.

The Trust Learning Policy states that teachers should ensure that students learn to manage their own behaviour, promoting and developing positive learning habits and ensuring focus from all students, including those who are easily distracted.

Teachers have a responsibility to explicitly promote and develop learning behaviours such as self-direction, resilience and self-control so that students can fulfil their true potential. At times students can be excitable, boisterous, and easily distracted. Teachers need to channel these behaviours, in part as a matter of safety, but principally to ensure that students and teachers are focused on the learning. This is best achieved by:

- Planning high quality routines and training students in these, including for independent learning
- Building a focused and productive classroom culture
- Maintaining focus throughout the lesson
- Ensuring students and their parents/carers understand and can see the relationship between their choices about learning behaviour and their learning outcomes

## **Common approaches to rewards and consequences**

### **Rewards**

- It is important to focus on the positive: catch students being good, focus on those who are "doing the right thing", using the phrase "thank you" as the final part of a request, providing choice, using tactical ignoring.
- Celebration of positive behaviour underpins all aspects of Academy life
- De-escalation and diffusion is used first, in the vast majority of cases
- Focusing on raising children's self-esteem to fulfil potential
- Effective partnerships with parents, carers and external agencies

- Reflect constantly on the effectiveness of one's own behaviour management practice and be open to advice from others

**Rewards for students** are highly effective in promoting good behaviour. It is important they are applied consistently with all students. Although rewards may be different in primary and secondary phases of education, they should always be in-line with agreed local and Academy specific protocols to ensure consistency within each Academy. These can include:

- Praising on task behaviour
- Commendations/merits
- Certificates
- Positive comments – often best done privately or even on workbooks to prevent embarrassment or the positive effects being played down
- Phoning/writing home – a lot of schools have text systems or reward postcards to make this simpler
- Reward trips
- Whole class rewards
- House points
- Praise from a senior member of staff

**Use of consequences and sanctions** - Effective consequence systems apply the following principles:

- Consistency yet professional judgement is applied
- Clarity of expectations for students, staff and families
- Training for staff to positively and effectively implement consequences

**Examples of consequences (each Academy will have their own local systems for implementing and allocating appropriate and reasonable consequences):**

- A look from an adult
- Praising a child who is on task and therefore reinforcing good behaviours
- A verbal or non-verbal reminder of the rule/expectation and the behaviour you want to see
- The adult moving closer to the student
- Removal from the class
- Tracker/report cards
- Reset conversation with significant adult/mentor
- Regular pastoral 'check-ins' for self reflection
- Year group leader / phase leader referral
- Meetings with parents
- Detention
- Time out to access learning (TOTAL)
- Managed Move for a fresh start
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

### **Systems, Structures and Routine that promote student support:**

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. (See OCL Student Equality and Diversity Policy) 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.

### **Systems, Structures Routines that ensure effective student transition**

To ensure a smooth transition to the next year, students may have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Where students are transitioning to different Academies, for example from primary to secondary, colleagues must take full account of information about students' behaviour from feeder schools including individual plans, where these are in place. (See OCL Admissions Policy for additional support with transition).

### **Systems, Structures and Routines that promote Anti-Bullying**

**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.

## LEVER 4: BEHAVIOUR TRAINING & PROFESSIONAL DEVELOPMENT

### Training and Professional Development: Academy Leaders

The research and evidence based approach to CPD that the Trust takes to ensure maximum efficiency and impact in Pedagogy Professional Development is replicated for Behaviour Management in Oasis Schools. All staff are equipped, prepared for and effective in ensuring this pastoral care is exemplary. All staff are supported to develop increasingly powerful insights into what works in developing character and preparedness for adult life.

- Leaders will ensure that through CPD staff understand and embody the Oasis ethos and values
- Leaders use a range of evidence (for example, attendance and behaviour data, students' work, student voice, the observation of pastoral staff) to assess the effectiveness of pastoral learning
- Leaders ensure that all pastoral staff know exactly what they need to work on in order to improve the climate for learning and pastoral outcomes in groups for which they are responsible. Staff have clear, precise developmental targets and review conversations are focused, practical and enabling. Leaders will regularly follow up agreed targets to assess their impact.
- Leaders act swiftly whenever and wherever less-effective practice is identified. They provide robust support and challenge, which may include intensive and regular observation, coaching and training.
- 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 – for example, the Monitoring Standards Team, the Directory of Best Practice, Regional Improvement Networks and our National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning.
- Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability. This includes resourcing strategies that close the gap between the most and least advantaged [including LAC] in terms of attendance, exclusion and destinations. For SEND, the focus is on inclusion, integration, high quality learning and preparation for the next phase of education, employment or training.

### Training and Professional Development: Academy Staff

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:

- 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
- Preventing and dealing with bullying
- Parental classes
- Sexual orientation, gender identity LGBTQ empowerment

**Pastoral Professional Development for teaching staff could focus on the following areas:**

- Differentiation
- How we plan lessons to maximise engagement and minimise low level disruption
- Expectations and role modelling
- De-escalation and Diffusion
- Restorative approaches
- How to be effective on break, lunch, after/before school duty

**Differentiation**

- A clear understanding that all children and young people have different starting points and that there is a difference between uniformity and consistency, so children and young people will need different strategies on their journey of improvement.
- Clear expectations explained for all students taking account of students' age, developmental stage, their SEND and/or EAL
- Adults work with each student as an individual; knowing their interests, aspirations, developmental and/or special need or disability

**How we plan our lessons**

- Ensuring that the work set for students matches their stage of development, learning need/s and interests
- Adjusting the pace of learning during lessons, based on student's ability and progress
- Providing a challenging, stimulating and relevant curriculum
- Providing safe, supportive learning environments, physically and emotionally – this may include flexible layout of space and furnishings, grouping of students, seating plans, use of visual organisers, specific resources to support knowledge, understanding and skills development, personalised work stations, etc.

**Expectations and role modelling**

- Good behaviour needs to be explicitly taught and well modelled by staff (see Trust Learning Policy)
- Consistent, calm and fair application of approach or strategy by all adults
- Being enthusiastic, clear and consistent about expectations to create a positive classroom atmosphere
- Adults provide consistent and effective role models underpinned by high quality interactions with students during lessons and at other times of the day

## **De-escalation & Diffusion** (CPD at Academy level will be required to implement this)

De-escalation techniques should be employed to reduce the impact of poor behaviour. More specifically:

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

*See the Oasis 9 Habits De-escalation Tool in the Appendices*

## **Restorative practice or justice**

Leaders may want to implement a restorative justice approach in their Academy. Restorative practices are solution focused. Restorative justice brings together the victims with those responsible for the harm, to find a positive way forward.

Restorative justice gives victims the chance to tell offenders the real impact of their crime, get answers to their questions and get an apology. Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends. Using these opportunities for personal development can be one of the most powerful means of self-improvement. Restorative Practice is not an easy solution, as it should be used alongside the Academy's behaviour guidance and consequences.

<https://restorativejustice.org.uk/restorative-practice-schools>

OCL Academies currently using Restorative Justice include: OA Lister Park, OA Mayfield and OA Ryelands.

## Legislation and Statutory Requirements

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

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

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

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

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

### Discipline in our Academies – teachers' powers

#### Key Points

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

### Consequences for poor behaviour

#### What the law allows:

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

2. The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
  3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
  - The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
  - Corporal punishment is illegal in all circumstances
  - Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

### Physical intervention

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

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

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### Recording of physical intervention

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

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

- Time and date parents were informed
- Injuries sustained – if any

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

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

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

### Abducting – leaving without permission

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

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

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

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

## Malicious allegations

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

## Confiscation

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

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

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

## Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

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

## Monitoring arrangements

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO.

## Links with other policies

This behaviour policy is linked to the following policies:

- [OCL Exclusions policy](#)
- [OCL Safeguarding policy](#)
- [OCL Anti-bullying policy](#)
- [OCL SEND policy](#)
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits





## Appendices – an introduction

The appendices are examples of practice from Academies across the Trust. As the policy is refined, it is likely that the Appendices will start to become a directory of Best Practice for Behaviour Management strategies.

## Appendix A: Developing a localised behaviour protocol

### Developing an Academy behaviour protocol:

All staff, parents/carers and students must understand each Academy's approach to managing behaviour.

In developing the behaviour protocol, the (Executive) Principal should include the four levers:

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

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

Leaders may also want to include aspects of the following guidance:

- Consistent application of behaviour strategies by all staff, routinely modelled by all leaders
- Protocol and practice that takes account of student, parent/carer and staff feedback
- Clear rewards and consequences
- Effective routines for classroom organisation that are established and promote learning, ensuring progress and safety for all. Including the following:
  - routines for coming into the classroom i.e. coats off, equipment out, bags on floor
  - praise and positively reinforce students who are on time to lesson and ready for learning
  - procedures for dealing with late students
  - dealing with minor distractions (e.g. equipment) effectively
  - starting lessons promptly
  - 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
  - health and safety practices adhered to in your classroom
  - classroom clean, tidy and welcoming
  - the routine when the end of the lesson bell sounds
- Expectations of behaviour during learning (see Appendix B):  
For example:
  - 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

- Developmentally appropriate strategies, rewards and sanctions that are applied, including those for two, three and four children in the Early Years
- Clear expectations about behaviour at all times and in all locations including the following (see Appendix B):  
For example:
  - beginning of the day, welcome to the Academy or classroom,
  - corridors,
  - dining areas,
  - playground/yard,
  - entry to the building and classrooms from break times,
  - transitions between classrooms (including adults checking the corridor to ensure students are on their way to the next sessions)
  - changing for PE / sport
  - swimming lessons
  - entry and exit from assemblies
  - end of the day/dismissal
  - on educational trips – including coach travel, pavement walking, visiting museums/other places of interest,
  - with visitors
  - communication with support staff
- Clarity of modelling role by adults including  
For example:
  - All staff demonstrate and model in their work the Oasis 9 habits
  - Appropriate standard of dress
  - Punctuality
  - Consistent use of standard English
  - Showing courtesy, politeness and respect to the students and other adults
  - Remaining calm in difficult situations
  - Positive approach
  - Well organised, planned, adaptable
  - Consistency in approach
  - Understanding the difference between uniformity and consistency as all students have different starting points
- Support for students
- Roles and responsibilities
- De-escalation and diffusion strategies
- Anti-bullying guidance
- Restorative justice / practice - ensure that the 9 habits are embedded in all restorative practice meetings and any IEP's that are agreed.

On the following pages is a copy of the localised Behaviour for Learning Policy from OA Warndon.



**April 2019**

## **OAW Behaviour for Learning Policy**

**Last Updated: 07/04/19**

**Localised Academy Version: 1.0**

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

## Introduction

OAW, as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our students learn to:

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

## The Oasis Education Charter




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

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

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

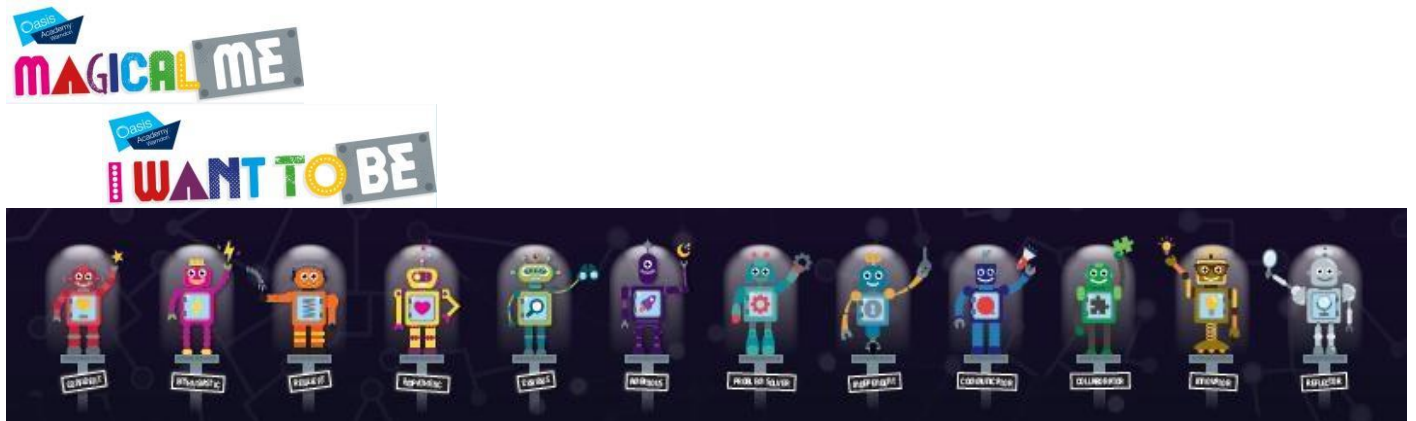
- 1. Academy Vision and Values**
- 2. Personal Development Curriculum** (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
- 3. Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc.)
- 4. Behaviour Training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

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

## LEVER 1: ACADEMY VISION AND VALUES

### Character Education at OAW

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



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



Our School Vision is: **Happy hearts, enquiring minds, promising futures.** The Character Crackerjack, or Expert in Character, embodies what happens when we develop all 12 areas of character. The the antennae on his head show a happy heart, and enquiring mind and a promising future. This also fits with the Shalom 'completeness' element of the Oasis Ethos.



### 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.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

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

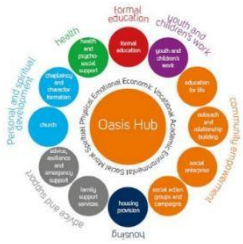
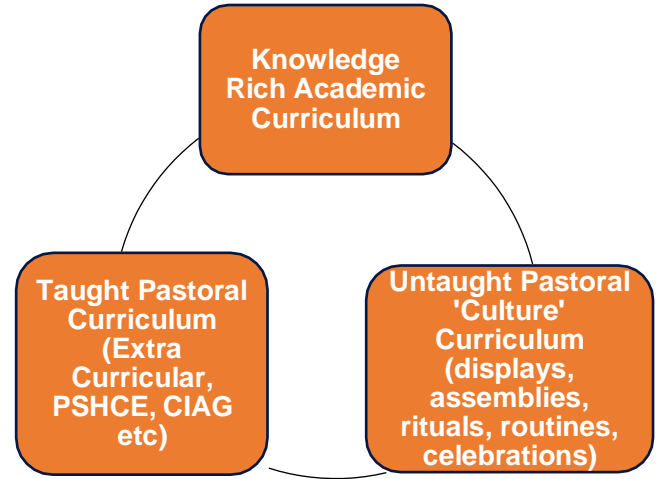
At Oasis Academy Warndon, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. Our curriculum themes of Self and Community explore the habit on a deeper, personal level. We as adults embody the Oasis nine habits and use these to develop our skills when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

## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

### Character Education at OAW

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

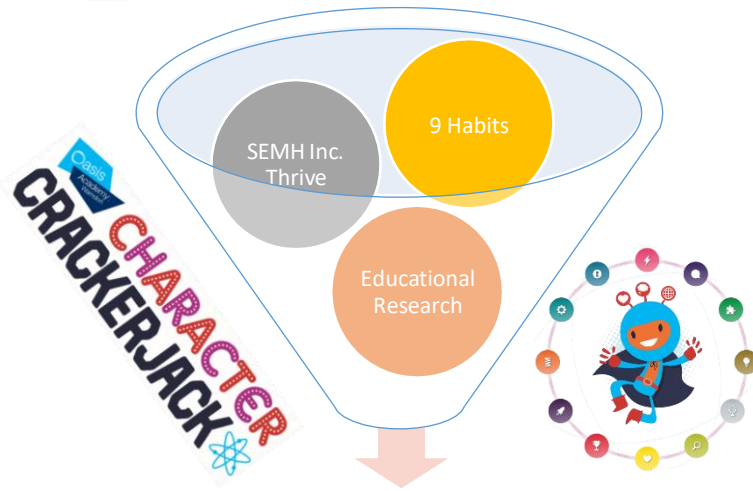
- The 'taught' character curriculum:
  - CEIAG (careers education, information, advice, and guidance)
  - PSHCE (physical, social, health and cultural education)
  - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
  - Extra-curricular programme (e.g. before- and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



### OAW 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.*



**Extra Curriculum Provision:** football, netball, tag rugby, curling, athletics, tennis, rounders, yoga, HITT training, cross-country, mini-circuits, street-dance, cheerleading, kwick cricket, fine motor skills, move to the music, singing games, sewing, Science, stagecraft, doodle club, running with parents, circuits with parents, REAL Project, Debate mate, Family Thrive, Hub 9 Habits Club, Family Pottery Craft, Hub Gardening Club

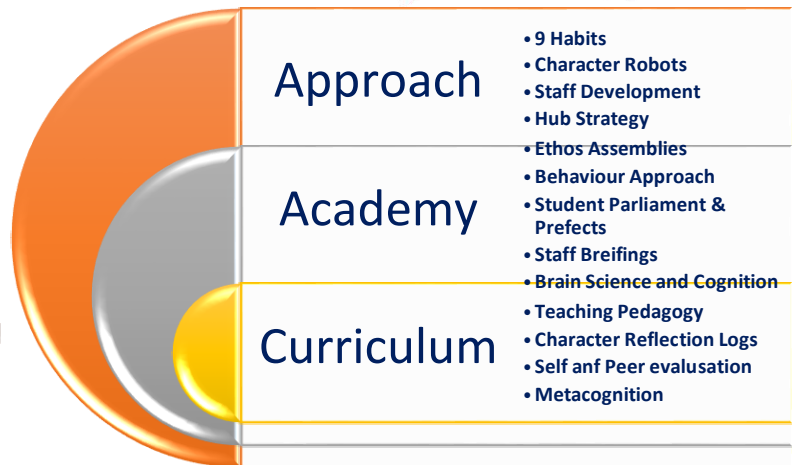
**'Character virtues should be reinforced everywhere; on the playing fields, in classrooms, corridors, interactions between teachers and students, in assemblies, posters, headteachers messages and communications, staff training, and in relations with parents.'**

*The Jubilee Centre for Character and Virtues, Birmingham University*





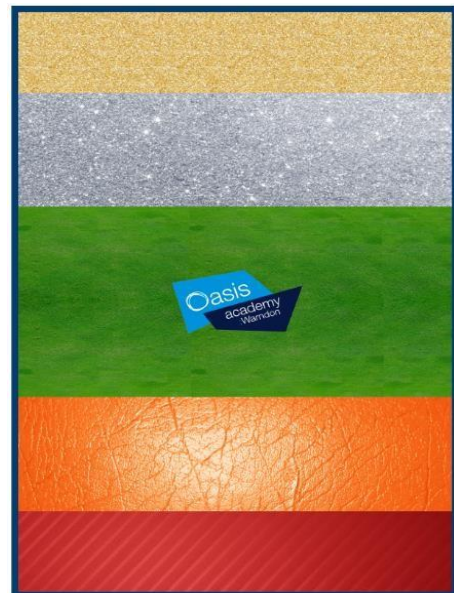
**Experiences:** Broadhaven Residential, @Bristol Science, Birmingham Think Tank, Sea World, West Midlands Safari Park, Little Owl Farm, Warwick Castle, Bewdley Museum, Oakerwood Outdoor Ed. Lego Land Discovery Centre, Acton Farm and many more.



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

### How we manage behaviour at Oasis Academy Warndon

- All classes from Early Years to Year 6 use the Zone Board.
- All children start the day on green and can move up into silver and gold for showing excellent behaviour. Anyone in gold at the end of the day will be rewarded with a Gold sticker and an email home via Bromcom.
- Students can also move into orange and then red for the opposite reason (see sanctions for more detail).
- Once in red, it may be appropriate to allow the student some time to reflect on their behaviour or de-escalate the situation by removing the child to a neighbouring class for 10 minutes.
- The zone in which students end the day is tracked across the half term within Bromcom to make sure we reward children who never go into orange and red as 'good to be green' and also to keep track of children who are spending too much time below this.
- Automatic actions are triggered within Bromcom when sanction thresholds are reached.



### Behaviour Rewards

1. All staff offer **positive and specific praise** for all children on a consistent basis.
2. Each week a student from each class is nominated for their contribution to character and awarded a **Class Character Award** from the Academy's 12 character robots, presented in assembly with parents and carers.
3. Each week, one student is nominated for a **Character Crackerjack**: an expert in character.



4. We distribute **character tokens** to children for their contribution towards the character traits in their work, attitude and behaviour. These are collected and announced in assembly to see which class has shown the most character!
5. Individual **character passports** track children's achievements in working towards the age-related statement for each character trait. These can be signed by a teacher or stamped to collect rewards and stationery showing the robots.
6. **House points** are awarded for brilliant work or behaviour, or to acknowledge outstanding effort or acts of kindness in school or for finishing the day in gold.
7. A **class house point chart** is displayed in each class from Y1 to Y6 and is used for recording house points awarded for everyday good practice. These are collected by house captains and shared in Monday assemblies.
8. Children are **rewarded by the class teacher for finishing the day in gold and receive a gold sticker**. Parents are also notified via email and MCAS (My Child At School) following the gold award being recorded on Bromcom.
9. All classes have an opportunity to **lead a character achievement assembly** where they are able to show examples of their contribution towards these character traits.



#### Additional Rewards

1. Each term students are awarded **Regular Reader awards and either Maths with Parents (KS1) or the Times Tables Rock Stars (KS2)** award to recognise work completed at home.
2. Children receive **raffle tickets for attendance** days, which enter into a termly draw and can achieve **bronze, silver and gold certificates** for their attendance. Additional rewards can also be achieved in attendance weeks.
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.

#### When behaviour is unacceptable and disrupting learning:

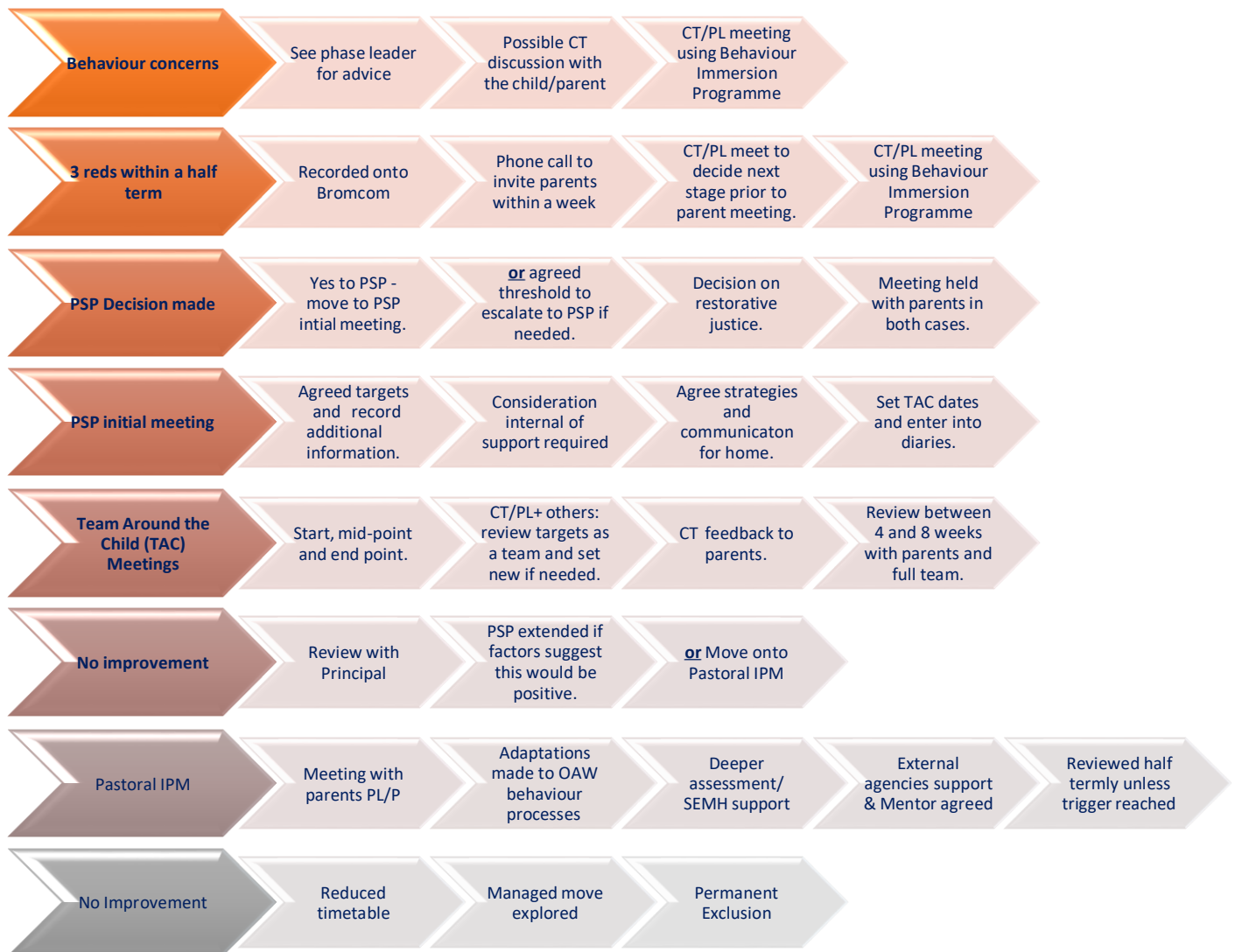
1. The child will be given a clear verbal warning.
2. If the behaviour continues, their name is moved to **orange**.
3. If the behaviour continues, the child will be given a clear verbal warning for **red**.
4. If the behaviour continues, their name is moved to **red**.
5. If the behaviour continues and it is deemed appropriate a student may be removed to a neighbouring class for 10 minutes at this stage.
6. If ending the session in **red**, 5 /10 minutes of the next playtime is missed.
7. If ending the day in **red**, 5/10 minutes of the next day's next playtime is missed and the end of day colour is recorded on the class chart.
8. If the teacher is concerned that too much time is spent in **red** and behaviour is not showing improvement then the Phase Leader 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, students 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 student 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 students breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practice of restorative justice is to way to help students understand and discuss those harms. Through meetings student learn how to repair them. The aim is to lead to transformational changes in students’ lives as well as their schools and communities.



Restorative Justice asks the following set of questions:

1. **Who was harmed?**
2. **What are the needs and responsibilities of all affected?**
3. **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
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

**Restorative Justice can take many forms but at OAW 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



### Personal Support Plans (PSPs)

PSPs are used for when repeated negative behaviours occur for a student 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 students, parents and staff. PSPs are structured in the following format:

<b>Structure</b>	<b>Content</b>
Overview	Student 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 students in the PSP period

### Individual Provision Maps (IPMs)

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

PSPs are structured in the following format

<b>Structure</b>	<b>Content</b>
Overview	Student details, know triggers, staff involved, SEND needs
Historical Data	An overview of the students 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 student.
Student, 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: Thrive, Play Therapy, Restorative Justice.

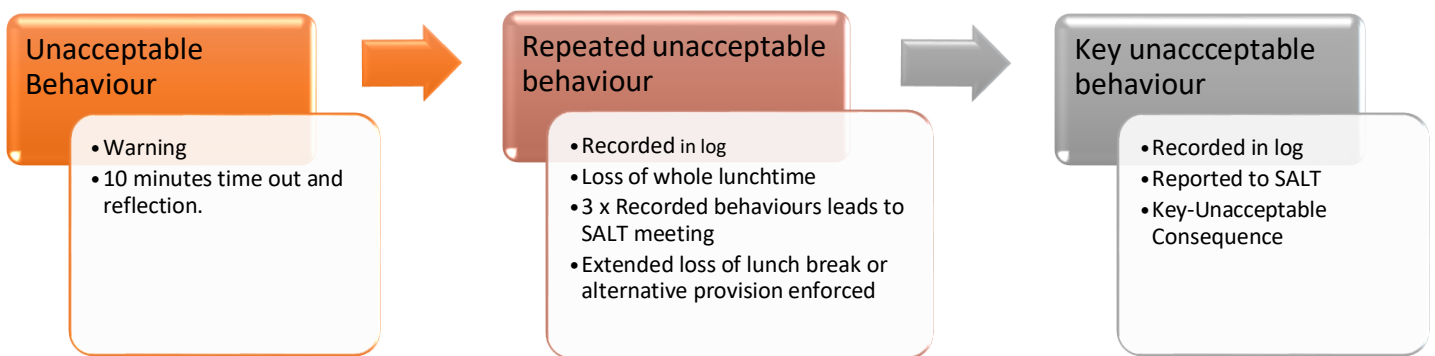
Mentor	A member of the leadership team will be names as a mentor for the student, This includes a Monday morning check in and a 15-30minute pastoral review session each week.
Targets	Based on the above modification and set with clear measurable criteria.
Trigger Agreed	Actions agreed if behaviour escalates in the IPM period
Meeting Minutes	Sections to structure meetings between stakeholders and students at each half term.

### How we manage behaviour at break and lunchtimes

Our playground rules are

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

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



### Prefects

Prefects are recruited annually from Year 6 students. There is an emphasis on exemplary students in terms of behaviour, character and attendance. Their roles supportive, enabling student 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 students 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.

Prefects seek opinion and take part in student 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 student'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 student 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 SALT meetings and in staff briefing.

### Behaviour in and around the Academy

#### Areas/Times

- corridors,
- dining areas,
- playground/yard,
- entry to the building and classrooms from break times,
- entry and exit from assemblies
- transitions between classrooms
  
- on educational trips – including coach travel, pavement walking, visiting museums/other places of interest,
- with visitors

#### Direction

Prefects are elected each year and take responsibility for monitoring the following:

Adults with children reiterate walking in a straight line, single file and not talking.

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

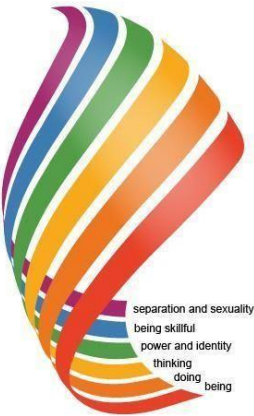
- tactical ignoring

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

### \*The Thrive Approach

	<b>Attunement</b>	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
	<b>Validation</b>	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
	<b>Containment</b>	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
	<b>Soothing</b>	Be alert to how they are feeling and calm and soothe their distress
	<b>Regulation</b>	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.



### Oasis 9 Habits De-escalation Tool

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

### Anti-bullying guidance

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

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

Bullying can include: (including definitions from the NSPCC)

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

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the Oasis Zone through the Policy Portal.

### Support for students

- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school’s special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (See IPM process above).
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

### Roles and responsibilities

<b>The National Directors</b>	The Monitoring and Standards Team evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
<b>The Regional Director</b>	The Regional Director is responsible for monitoring the effectiveness of each Academy’s behaviour protocol and holding the Principal to account for its implementation
<b>The Principal</b>	The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
<b>The Behaviour Lead</b>	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on PSPs. The behaviour lead will work with the Prefect team to development peer coaching on behaviour. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
<b>The Phase Leaders</b>	The phase leaders will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
<b>Teaching Staff</b>	Staff are responsible for: <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> The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

<b>Parents</b>	<p>Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and Academy is vital for the promotion of an effective behaviour protocol. Parents should be consulted when an aspect of the Academy's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed). Parents are expected to:</p> <ul style="list-style-type: none"> <li>• Support their child in adhering to the 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>
<b>Students</b>	<p>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</p>

## Level 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

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

	<ul style="list-style-type: none"> <li>• Impactful parent meetings</li> <li>• Multi-agency meetings</li> <li>• Managing grief</li> <li>• Managing self-harm</li> <li>• Preventing and dealing with bullying</li> <li>• Parental classes</li> <li>• Sexual orientation, gender identity LGBTQ empowerment</li> </ul>
<b>De-escalation &amp; Diffusion</b>	<p>Engaging with positive handling training and Thrive training as necessary.</p> <p>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.</p> <p>Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.</p>
<b>Restorative practice</b>	<p>Staff and children involved are trained by the behaviour lead on supervising, structuring and recording a restorative justice session using the materials outlined in this policy in Lever 3 section above.</p>

## Legislation and Statutory Requirements

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

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

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

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

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

### Discipline in our Academies – teachers' powers

#### Key Points

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

### Consequences for poor behaviour

#### What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  4. 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;
  5. 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;

6. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
  - A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
  - The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
  - Corporal punishment is illegal in all circumstances
  - Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

### Physical intervention

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

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

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### Recording of physical intervention

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

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

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

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

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

<http://www.bild.org.uk/our-services/workplace-training/>

### **Absconding – leaving without permission**

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

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

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

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

### **Malicious allegations**

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

### **Confiscation**

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

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

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

### Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

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

### Monitoring arrangements

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO.

### Links with other policies

This behaviour policy is linked to the following policies:

- [OCL Exclusions policy](#)
- [OCL Safeguarding policy](#)
- [OCL Anti-bullying policy](#)
- [OCL SEND policy](#)
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits



## Appendix B: Oasis 9 Habits



### Compassionate

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.

### Patience

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 the 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.

### Humble

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 positions and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.

### Joyful

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 up resilience in our lives and the teams we are part of.

### Honest

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.

### **Hopeful**

Hope 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.' Therefore, hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.

### **Considerate**

Knowing your own intrinsic value and worth and, by seeing others in the same way, to be inclusive of them.

### **Forgiving**

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.

### **Self-controlled**

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.

## Appendix C: Behaviour for Learning

Teachers can use these questions to reflect on their own behaviour management in classroom practice:

### Preparing the Lesson

		Evidence and issues
1	Are there clear lesson objectives detailed in your planning that can be shared with your students?	
2	Do you have a learning seating plan?	
3	Do you plan a clear structure for the lesson using techniques such as starter, exposition, activity, consolidation and reflection?	
4	Are expectations for Behaviour for Learning clearly communicated and on display in your classroom? Are the 9 habits referred to?	
5	Do you make specific notes relating to the behaviour needs of individuals and/or groups and how you will support their needs?	
6	Are there clear timings for each activity to generate pace?	
7	Are materials and equipment prepared for lesson?	

### Preparing the Classroom

		Evidence and issues
1	Are the materials labeled and can the students access them independently?	
2	Is there ease of movement and is furniture arranged to best effect?	
3	Is there appropriate storage for students' belongings?	
4	Is the whiteboard easily seen?	
5	Are learning objectives on display together with data and starter activity?	
6	Are the displays of a high quality? Are the 9 habits displayed?	
7	Do the displays celebrate the work and achievement of the students?	
8	Are health and safety practices adhered to in your classroom?	
9	Is the classroom clean, tidy and welcoming?	

### Starting the Lesson

		Evidence and issues
1	Do you arrive at the classroom before the students?	
2	Do you meet and greet at the door?	
3	Do you have established routines for coming into the classroom? i.e. coats off, equipment out, bags on floor.	
4	Do you have established registration procedure?	
5	Do you effectively gain the attention of students before starting an activity?	
6	Do you have established procedures for dealing with lates?	
7	Are your instructions clear and unambiguous?	
8	Do you praise and positively reinforce students who are on time to lesson? Ready for learning?	
9	Do you make your expectations for behaviour for learning from the start of the lesson?	
10	Do you start your lessons promptly?	
11	Do you deal with minor distractions? E.g. equipment, effectively?	
12	Do you have a clear timed starter activity?	

### During the Lesson

		Evidence and issues
1	Are you enthusiastic in delivering the lesson?	
2	Do you use praise appropriately and reinforce the school's rewards system?	
3	Do you use imperative language? E.g. thank you for sitting down	
4	Do you promptly challenge unsatisfactory behaviour?	
5	Do you keep a peripheral vision of the whole class?	
6	Do you use students to assist in managing the activities in the lesson?	
7	Do you provide students with clear choices about their behaviour?	

8	Do you deal with student behaviour consistently/fairly?	
9	Do you consciously use body language to display authority and confidence?	
10	Do you time activities for the students?	
11	Do you give regular description positive feedback on student behaviour?	
12	Are you courteous? Polite and respectful to the students?	
13	Do you use a calm and modulated voice?	
14	Are students clear about how different strategies for learning are managed? E.g. listening activity to group	

### Dealing with Disruptive Behaviour

		Evidence and issues
1	Are you working within the Behaviour for Learning Policy?	
2	Do you use non-verbal sign to stop?	
3	Do you use tactical ignoring – praise the closet behaviour for learning?	
4	Do you use redirection? Can you refer to any of the 9 habits i.e. self-control, consideration, honesty? Or can the teacher be 'hopeful' and impart this as a key message to prompt reflection?	
5	Do you use prompting?	
6	Do you use distracting/diffusion to redirect behaviour?	
7	Do you offer time out?	
8	Do you use/offer time to listen?	
9	Do you use withdrawal of student/students as necessary from the class?	
10	Do you call for support as appropriate?	
11	Do you follow up and take responsibility for disruptive behaviour?	

### Ending the Lesson

		Evidence and issues
1	Do you leave enough time for the plenary and the closing arrangements to the lesson?	
2	Do you review the behaviour for learning across the lesson? E.g. applying rewards and sanctions	
3	Do you have clear routines for collecting up books/equipment?	
4	Do you insist that the students assist in managing the closure of the lesson?	
5	Do you effectively dismiss the class?	
6	Do you check the corridor to ensure students are on their way to the next sessions?	
7	Do you allow and encourage reflection on behaviour for learning so that students can review and take responsibility for their behaviour?	
8	Are plenaries used as an opportunity for you to assess behaviour for learning, value achievement and plan future lessons accordingly?	

## Appendix D: Example of lunch / break time / fire alarm routines

Phase	All students' will....	All staff will...	All leaders' will...	Non-compliance will result in.....
Start of break / lunchtime	<ul style="list-style-type: none"> <li>• Leave lesson wearing blazer, tie to neck &amp; school trousers, shirt tucked in, school shoes on.</li> <li>• Not have any facial piercings in.</li> <li>• Walk with calm purpose to the street/outside keeping towards the left.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive to duty on time and in the allocated place.</li> <li>• Move students out of coloured areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive to duty on time.</li> <li>• Ensure students' are wearing their blazers, tie to neck &amp; school trousers, shirt tucked in, school shoes on.</li> <li>• Ensure students' are not wearing facial piercings</li> <li>• Walk with calm purpose to the street/outside keeping towards the left on their duty.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk students out of the faculty areas onto the street.</li> </ul>
During break / lunch	<ul style="list-style-type: none"> <li>• Put litter into the bins.</li> <li>• Wear blazer, tie to neck &amp; school trousers, shirt tucked in, school shoes on.</li> <li>• Pick up any litter that you have dropped and place in the nearest bin.</li> <li>• Remain in the street or outside.</li> <li>• Avoid the reception area.</li> <li>• Only eat food on the street or outside.</li> <li>• Only Year 7 students allowed on the small playground.</li> <li>• Talk to each other using appropriate language that is not confrontational.</li> <li>• Keep to your own personal space and respect that of your peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a teacher/student relationship.</li> <li>• Use professional language.</li> <li>• Actively talk to students.</li> <li>• Praise positive behaviour –putting litter in bins/wearing uniform well.</li> <li>• Challenge students who do not have the correct uniform.</li> <li>• Challenge students who are chewing gum.</li> <li>• Challenge students who drop litter or leave litter.</li> <li>• Model picking up litter.</li> <li>• Eat and drink downstairs.</li> <li>• Challenge students who are upstairs or around reception.</li> <li>• Only allow Year 7 onto the small playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the behaviours expected of the teachers.</li> <li>• Supporting teachers when students are non-compliant.</li> <li>• Stand in the middle of the street when on duty to support students walking on the left.</li> <li>• Be visible to other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Chance-challenge to student correct the behaviour in a positive way.</li> <li>• Warning – if they choose not to comply then there will be a consequence.</li> <li>• Action - break time detention recorded on SIMs.</li> <li>• Students wearing incorrect uniform at break should be escorted directly to detention in the hall.</li> </ul>

	<ul style="list-style-type: none"> <li>• Remain on the street and do not enter the wings.</li> <li>• Not play ball games inside the building.</li> <li>• Remove any chewing gum.</li> </ul>	<ul style="list-style-type: none"> <li>• Stand in the middle of the street when on duty to support students walking on the left.</li> </ul>		
End of break / lunchtime	<ul style="list-style-type: none"> <li>• When the bell goes immediately move to your next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• When the bell goes they immediately request students to move quickly and quietly to their next lesson.</li> <li>• Walk with the students towards your next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the teacher behaviour supporting students back into lessons quickly and calmly.</li> <li>• Be visible to other staff</li> </ul>	



## Fire Evacuation routines

Phase	All students' will....	All staff will....	All leaders' will.....
As the fire bell rings	<ul style="list-style-type: none"> <li>Stay in their seats and wait for instructions from their teachers.</li> <li>When told to do so leave their belongings and walk out of the classroom in silence.</li> <li>Follow all directions from teachers remaining silent at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain order in the classroom insisting on students being in silence</li> <li>Ask students to stand up and follow you to the nearest fire exit.</li> </ul>	<ul style="list-style-type: none"> <li>Assist colleagues in maintaining order and silence with a prompt exit from the building.</li> </ul>
Exiting the building	<ul style="list-style-type: none"> <li>Walk in single file with purpose but orderly towards designated exit point.</li> <li>Remain in silence at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain all students in single file and silence, ensuring they walk in an orderly fashion but with purpose.</li> <li>Challenge students not complying with expectations and utilise Chance-warning action where appropriate (Reflection Session)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students are walking with purpose and maintaining silence throughout the evacuation.</li> <li>Model expected behaviours.</li> </ul>
Walking to meeting point	<ul style="list-style-type: none"> <li>Remain in single file and silent to their designated meeting point.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain all students in single file and silence, ensuring they walk in an orderly fashion but with purpose. Walk behind students to assist in maintaining order.</li> <li>Challenge students not complying with expectations and utilise Chance-warning-action where appropriate (Reflection Session)</li> </ul>	<ul style="list-style-type: none"> <li>Support colleagues with upholding the expectations of the students</li> <li>Model expected behaviours.</li> </ul>
At the meeting point	<ul style="list-style-type: none"> <li>Line up at their designated meeting point in front of their tutor. Students to be in register order.</li> <li>Remain in silence.</li> </ul>	<ul style="list-style-type: none"> <li>Guide students towards their designated meeting point maintaining high expectations</li> <li>Move towards your tutor group and insist on student lined up in silence in register order</li> <li>Model the behaviours you expect to see in the students (silence, in line)</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at their designated meeting point to assist the SPL and Tutors to maintain organisation and expectation.</li> </ul>



Returning to the building	<ul style="list-style-type: none"><li>• Remain in silence at all times.</li><li>• Remain in line until dismissed.</li><li>• Walk in single file back to their classroom and line up outside of their classroom</li></ul>	<ul style="list-style-type: none"><li>• When prompted dismiss tutor groups and escort back into the building.</li><li>• Insist on silence and calm purposeful walking back to the building.</li></ul>	<ul style="list-style-type: none"><li>• Support colleagues with a calm and purposeful return to the building.</li><li>• Maintain expectations and standards at all times.</li><li>• Challenge students who are not getting it right (chance, warning, action)</li></ul>
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## Appendix E: Examples of an Individual Behaviour Plan (one blank and one completed)

<b><u>Positive Behaviour Plan (PBP)</u></b>				
<b>Child's name:</b> <b>Year group:</b>	<b>Date of Birth:</b> 00.00.00 <b>Age:</b>	<b>All Staff Involved (Initials):</b> <b>SENCO/IM:</b>	<b>Parent/Carer (Initials):</b>	
<b>PBP Start Date:</b>	<b>PBP Review Date:</b>	<b>Known triggers (Please list):</b> Anything any other child or adult does or he feels is not fair. <b>Rules and instructions</b>		
<b>Does the child have a Statement of SEN/EHCP? (Please highlight)</b> No		<b>Safe places out of class:</b> •		
<b>Strategies:</b>				
Stage:	Behaviours Exhibited:	Helpful Strategies:	Unhelpful Strategies:	Evaluation: (Date and progress achieved – to be completed by <b>CT</b> with parent/carer at the end of terms 2, 4 and 6)
<b>1. Anxious</b>		•	•	•
<b>2. Defensive</b>		•	•	•
<b>3. Crisis</b>		•	•	•
<b>4. Recovery</b>		•	•	•
<b>5. Depression</b>		•	•	•
<b>6. Debrief (Listen and learn)</b>		•	•	•



Positive Behaviour Plan ~ Termly Review			
<b>Child's name:</b> SENCO/IM: EW-J	<b>Date of Birth:</b> 00.00.00	<b>All Staff Involved (Initials):</b>	<b>Parent/Carer (Initials):</b>
<b>PBP Start Date:</b> 00.00.00	<b>PBP Review Date:</b> 00.00.00		
<p>Are <b>any other agencies involved</b> with this child? <b>Yes/No</b> (Please highlight)            E.g. Educational Psychology Service, Behaviour Improvement Team, Learning Improvement Service, Social Care, CAMHS, School Nurse, Paediatrician, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Family Support Worker, Banardo's Worker (Please highlight)</p>			
<p><b>Evaluation ~ (General Comments):</b>            What <b>has gone well</b> this term?  <b>Teacher:</b>            •  <b>Parent/Carer:</b>            •  <b>Student:</b>            •</p> <p>What <b>changes need to be implemented</b> next term? Which of the 9 habits do you particularly need to work to improve? What strategies will help you to improve this habit so it becomes part of your character?  <b>Teacher:</b>            •  <b>Parent/Carer:</b>            •  <b>Student:</b>            •</p>			
<p><b>Outcome: (Please highlight)</b>            • Student no longer needs PBP / Draw up a new PBP / Referral to outside agency for support (CT and parent/carer to liaise with SENCO/IM)</p>			
<p><b>Agreed future action/strategies:</b>            •</p>			
<b>Next review date:</b> 00.00.00			
<b>Class Teacher's signature:</b>		<b>(At start date)</b>	<b>(At review date)</b>
<b>Parent/carer signature:</b>			
<b>Student signature:</b>			

### EXAMPLE OF A COMPLETED Positive Behaviour Plan (PBP)

<b>Child's name:</b> *** <b>Year group:</b> *	<b>Date of Birth:</b> *** <b>Age:</b> *	<b>All Staff Involved (Initials):</b> *** <b>SENCO/IM:</b> ***	<b>Parent/Carer (Initials):</b> ***	
<b>PBP Start Date:</b> ***	<b>PBP Review Date:</b> ***	<b>Known triggers (Please list):</b> <ul style="list-style-type: none"> <li>- Anything any other child or adult does or he feels is not fair</li> <li>- Rules and instructions</li> <li>- Unstructured time eg. lining up, play time</li> </ul>		
<b>Does the child have a Statement of SEN/EHCP?</b> On SEN register, EHCP pending		<b>Safe places in/out of class:</b> <ul style="list-style-type: none"> <li>• Reading corner or LRC bench</li> </ul>		
Strategies:				
Stage:	Behaviours Exhibited:	Helpful Strategies:	Unhelpful Strategies:	Evaluation: (Date and progress achieved – to be completed by <b>CT with parent/carers</b> at the end of each term)
<b>1. Anxious</b>	<ul style="list-style-type: none"> <li>• Shouts out and begins to disrupt learning</li> <li>• Fidgets and moves out of chair</li> <li>• Doesn't like physical contact and shouts if it happens</li> </ul>	<ul style="list-style-type: none"> <li>• Distraction technique, give him a job such as collecting something from the next classroom to give him time out.</li> <li>• Quiet word with him not in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Raising voice at him</li> <li>• Moving into personal space</li> </ul>	•
<b>2. Defensive</b>	<ul style="list-style-type: none"> <li>• Shouts at staff and refuses to listen</li> <li>• Claims he's being picked on and blames others</li> </ul>	<ul style="list-style-type: none"> <li>• Identify other positive behaviour in classroom</li> <li>• Keep calm voice with him and try to move to a quieter place</li> <li>• Remind him calmly of consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Tackling behaviour in front of class</li> <li>• Raising voice at him</li> <li>• Others watching whilst he is spoken to</li> </ul>	•
<b>3. Crisis</b>	<ul style="list-style-type: none"> <li>• Barges into other children</li> <li>• Kicks and hits staff and children, walls, furniture and shouts</li> <li>• Attempts to abscond and runs into other children's learning space to disrupt and gain attention</li> </ul>	<ul style="list-style-type: none"> <li>• Remind him of his calming techniques</li> <li>• Distract using his interest in football cards, carers and their dog</li> <li>• When possible tactically ignoring behaviour if in safe space</li> <li>• TT technique needed in extreme cases to prevent harm</li> </ul>	<ul style="list-style-type: none"> <li>• Raising voice at him</li> <li>• Following him too closely when he goes to abscond, this often makes him go further than he normally would</li> <li>• Mentioning other family members</li> </ul>	•
<b>4. Recovery</b>	<ul style="list-style-type: none"> <li>• Will answer questions in a calmer voice</li> <li>• Will sit down in a chair</li> <li>• Talks about his interests outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• Calm voice continuing to talk about interests</li> <li>• Don't block the exit with body</li> <li>• Humour</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking about incident</li> <li>• Discussing consequences even if he mentions them</li> </ul>	•
<b>5. Depression</b>	<ul style="list-style-type: none"> <li>• Sits quietly and sometimes puts his head in his top</li> <li>• Questions his consequences and requests to go back to class</li> </ul>	<ul style="list-style-type: none"> <li>• Calm voice</li> <li>• Allow time and space to be calm and quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid discussing incident at this point</li> <li>• Allowing other staff to be involved</li> </ul>	•

<b>6. Debrief (Listen and learn)</b>	<ul style="list-style-type: none"> <li>• Will give some eye contact and listen</li> <li>• Can accept he's done something wrong</li> <li>• Sometimes smirks during this</li> </ul>	<ul style="list-style-type: none"> <li>• Calm but firm voice and insist he sits well and listens</li> <li>• Focus on facts and impact on others</li> <li>• Remind him of his ability</li> <li>• Clear consequences and also the rewards he can gain for getting back on track</li> </ul>	<ul style="list-style-type: none"> <li>• Getting into debate with him over the finer points</li> <li>• Allowing him to slouch and look away smirking as this sends him back into crisis sometimes</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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## Positive Behaviour Plan ~ Termly Review

<b>Child's name: ***    Date of Birth: ***    All Staff Involved (Initials): ***    Parent/Carer (Initials): ***    SENCO/IM: ***</b>		
<b>PBP Start Date: ***    PBP Review Date: ***</b>		
Are <b>any other agencies involved</b> with this child? <b>Yes/No</b> (Please highlight) E.g. <b>Educational Psychology Service</b> , Behaviour Improvement Team, <b>Student Support</b> , <b>Social Care</b> , CAMHS, School Nurse, Paediatrician, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Family Support Worker, Banardo's Worker (Please highlight)		
<b>Evaluation ~ (General Comments):</b> What <b>has gone well</b> this term? <b>Teacher:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Parent/Carer:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Student:</b> <ul style="list-style-type: none"> <li>•</li> </ul> What <b>changes need to be implemented</b> next term? <b>Teacher:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Parent/Carer:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Student:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Outcome: (Please highlight)</b> <ul style="list-style-type: none"> <li>• Student no longer needs PBP / Draw up a new PBP / Referral to outside agency for support (CT and parent/carer to liaise with SENCO/IM)</li> </ul>		
<b>Agreed future action/strategies:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Next review date:</b>		
<b>Class Teacher's signature:</b> <b>Parent/carer signature:</b> <b>Student signature:</b>	<b>(At start date)</b>	<b>(At review date)</b>

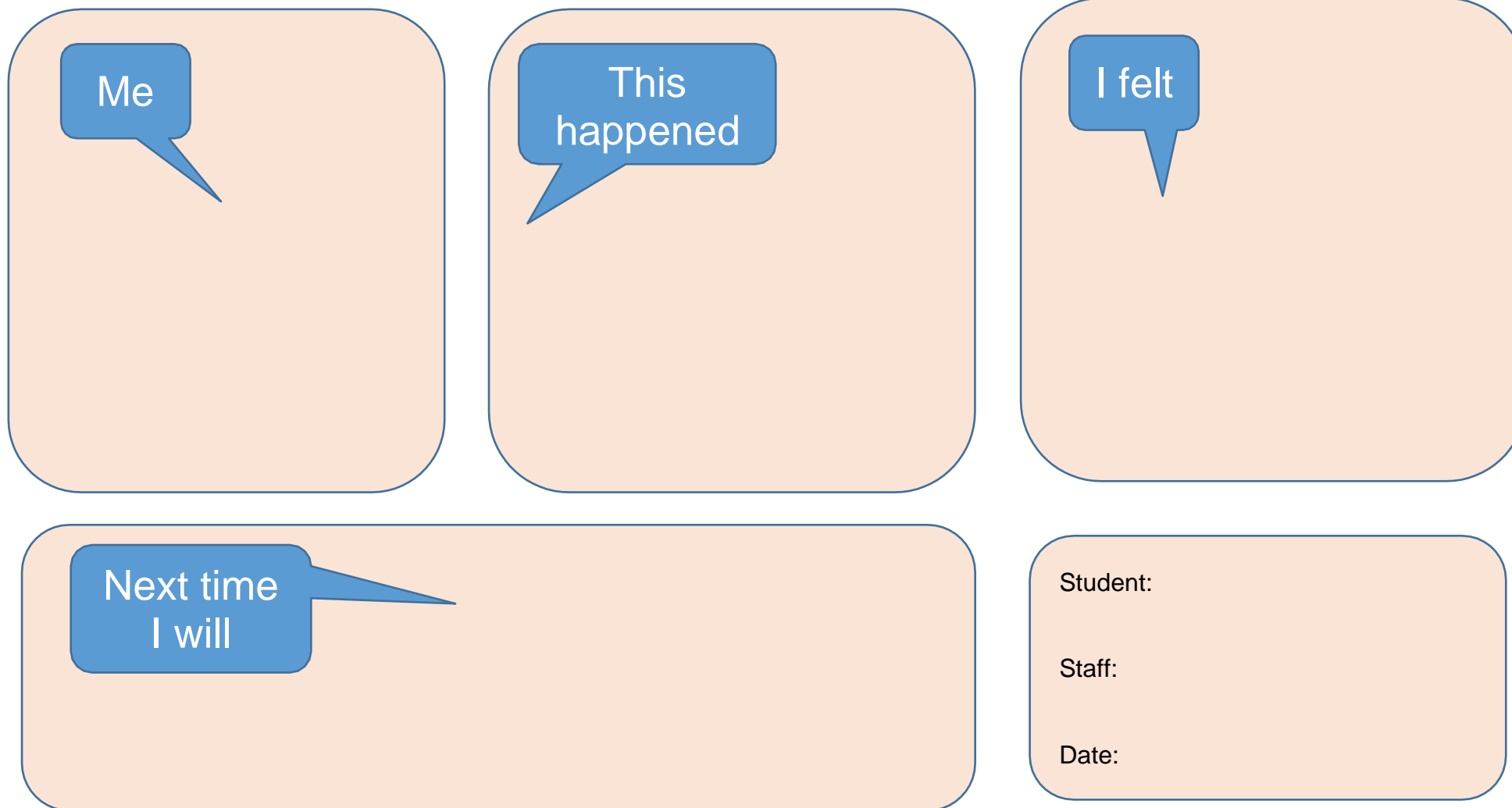
	How I might communicate	What adults think this means	What helps	What to avoid	Scripts
-Stage 1	Anxiety Behaviours				
Stage 2	Defensive Behaviours				
Stage 3	Crisis behaviours				
Stage 4	Recovery				
Stage 5	Depression				
<p><b>Effective Post Incident learning strategies</b>  e.g. providing a different experience</p> <p><b>Shared with:</b></p> <p><b>Class teacher</b> _____ <b>Senco</b> _____ <b>Parent</b> _____</p> <p><b>Relevant adults:</b></p>					



## Appendix F: Behaviour reflection tool: Option 1

	<b>Behaviour We Don't Want:</b> (what happened)	<b>Behaviour We Do Want:</b> (what you'll do next time)
<p style="text-align: center;"><b>A</b> (Triggers)</p>	<p>How were you feeling before &amp; why? What triggered the behaviour?</p>	<p>How can you change how you were feeling before? How can we stop these triggers in the future?</p>
<p style="text-align: center;"><b>B</b> (Management of the behaviour)</p>	<p>What was the context - where, when, with who? What did you do in the difficult situation?</p>	<p>What could you have done differently? (role play / solution focused)</p>
<p style="text-align: center;"><b>C</b> (Consequences – after the behaviour)</p>	<p>What happened as a result of the behaviour?</p>	<p>What would have happened if you did what you said above?</p>

## Behaviour reflection tool: Option 2

A behaviour reflection tool consisting of five light orange rounded rectangular boxes. The first three boxes are in the top row, and the last two are in the bottom row. Each box contains a blue speech bubble with white text. The first box has a speech bubble saying "Me". The second box has a speech bubble saying "This happened". The third box has a speech bubble saying "I felt". The fourth box has a speech bubble saying "Next time I will". The fifth box contains the text "Student:", "Staff:", and "Date:" stacked vertically.

Me

This happened

I felt

Next time I will

Student:

Staff:

Date:

## Appendix G: Help Script

This help script is aimed at lowering/defusing anger or anxiety in students.

1. **“John.”** Use the child’s name, it will help make a connection and engage their attention.
2. **“John. I can see you are upset.”** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. **“I am here to help.”** This is a statement of your intention, simply, you are there to help. It’s worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
4. **“Talk and I will listen.”** This statement begins to provide the student with some direction together with securing our function.
5. **“John. Come with me, let’s go to the...”** Continue to provide the student with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child is pacing, staff should avoid walking back and forth, shadowing the young person. This can feel extremely intimidating. CALM stance and body language is essential, as is awareness of staff’s proximity to the child’s personal/dangerous space. Remember to speak clearly & confidently and remain calm.

### Helping a colleague

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

The words **“help”** and **“more”** should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & young people.

1. **“Mr Smith, I am available to help”** The member of staff makes a clear statement announcing they are there to help.
2. **“Thank you Ms. Jones, you can help by....”** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.
3. **“Mr. Smith, I am available for more help.”** The word ‘more’ should provide a pause point for the member of staff currently dealing with the service user (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
4. **“What do you suggest Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
5. **“How about if I sit with John..... and I’ll catch up with you later.”** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes

## Further scripts for supporting behaviour

### Maintaining Appropriate Behaviour

- Language of choice and consequence: “Well done – good choice when you ...../ Think about your choices.”
- When and then: “When you have written the date, then we can talk about.....”
- Name, direction, thank you: “Sarah, open your book, thank you.”
- First....then: “First you put ...away then we can..... ”
- “Let’s make sure we are ready by....” (getting our books out, sitting in our seats etc)
- “Can I help you get started?”

### Managing Unwanted behaviour

- “Is there anything I could do that would help you to manage your own behaviour better?”
- “I understand you are finding it difficult today. How can we get this work done?”
- Recognise and acknowledge feelings: “It’s ok to feel upset. I understand.”
- Language of choice: “The choice is working with me after the lesson, or finishing now and going for break”. (Crucial to give take-up time – 7 seconds).
- Praise desired behaviour: “Thank you for moving back to your seat.”
- “Welcome back” (re-joining after time out).

### Scripts to repair the situation

- “I can see that you are upset/cross.”
- “We all get it wrong sometimes.”
- “It’s ok to be upset/cross.”
- “When you are upset/cross, it’s ok to shout/stamp your feet/go to the calm room.”
- “It’s not ok to hurt people/break things”. Then use: first/then e.g. “First we are going to pick the books up, then we will get a drink.”
- “Safe hands means: hands down, feet down, sitting on the chair.”
- “I want to listen to you; let me know when you are ready to talk.”
- “The way you told us you were upset/cross was not safe.”
- “What were your choices?”

- “We care about you, that’s why we gave you time out.”

### **Challenging Behaviour in a Group – prepare for knock-on effect in the group**

- Praise desired behaviour in others
- Acknowledge challenging behaviour to others e.g. “Kim is feeling cross/upset.”
- “It’s ok to be cross/upset”
- “We are helping....to feel better.”
- “You can help by.....”
- “Thank you for being helpful”

## Appendix H: Sample: Home / Academy Agreement

<p>We welcome and encourage families to participate fully in the life of our Academy embracing the Oasis 9 Habits as a central part of our ethos. A way that is characterised by being compassionate, humble, patient, honest, joyful, considerate, hopeful, forgiving and self-controlled.</p>		
<p><b>In the Academy we will:</b> Signed:</p> <ul style="list-style-type: none"> <li>➤ Provide a safe, welcoming, stimulating and caring environment in which to learn.</li> <li>➤ Celebrate successes both in/out of school.</li> <li>➤ Ensure that your child is valued and help them make good progress in their spiritual, moral, social, emotional, physical and intellectual development.</li> <li>➤ Engage lifelong learners with creative, dynamic and innovative teaching.</li> <li>➤ Teach students about personal safety both on line and in real life.</li> <li>➤ Provide excellent teaching and an engaging curriculum to meet the needs of all children and provide you with information about their progress</li> <li>➤ Contact you regarding your child's attendance, punctuality, health or behaviour in school</li> <li>➤ Embrace the Oasis 9 Habits to support their moral and ethical compass, enabling them to grow up to be the best version of themselves that they can be</li> <li>➤ Embrace the Oasis 9 Habits to develop a positive attitude to one another, regardless of sex, race, culture, belief, values, age and need</li> <li>➤ Respect the confidentiality of information regarding each child.</li> <li>➤ Provide information about our school, including relevant policies, meetings, workshops, and events by keeping our website up-to-date.</li> <li>➤ Understand that staff and parents need to work together for a peaceful resolution to conflict.</li> </ul>	<p><b>As a parent/carer I will:</b> Signed:</p> <ul style="list-style-type: none"> <li>➤ Ensure that my child attends every day, on time, dressed in full school uniform and with the correct equipment.</li> <li>➤ Work in co-operation with staff to resolve issues.</li> <li>➤ Encourage my child to be enthusiastic about learning.</li> <li>➤ Encourage my child to behave responsibly at home, at school or online.</li> <li>➤ Attend meetings with my child's teacher and other staff.</li> <li>➤ Regularly read information on the website, and check the important details of relevant policies, meetings, and events.</li> <li>➤ Understand that we need to work together for a peaceful resolution to conflict.</li> <li>➤ Demonstrate tolerance and respect. Setting a good example through your behaviour and speech.</li> <li>➤ Manage your child's behaviour especially where it could otherwise lead to conflict or unsafe behaviour.</li> <li>➤ Speak to a member of staff to help resolve any issues or concerns.</li> <li>➤ Learn about the ethos behind the 9 habits and support that ethos at home</li> </ul>	<p><b>As a student I will:</b> Signed:</p> <ul style="list-style-type: none"> <li>➤ Attend school regularly and on time, bringing with me all the things I need</li> <li>➤ Take care of school equipment.</li> <li>➤ Try my best.</li> <li>➤ Be polite at all times to students, adults and visitors.</li> <li>➤ Do things the first time that I am asked</li> <li>➤ Always do my best learning.</li> <li>➤ Keep my hands and feet to myself.</li> <li>➤ Move calmly around the Academy.</li> <li>➤ Look after our Academy and all the people in it.</li> <li>➤ Wear school uniform and PE Kit</li> <li>➤ Always have a go</li> <li>➤ Accept responsibility for the things that I do, both in real life and online</li> <li>➤ Tell a member of staff if I am worried, anxious or unhappy.</li> <li>➤ Celebrate my successes, both in and out of school</li> <li>➤ Be a good role model.</li> <li>➤ Learn and remember the 9 habits and practise them when I am making choices about my behaviour</li> </ul>

## Appendix I: Sample: Parent/Carer Code of Conduct

Parent/Carer Code of Conduct											
<p>We value and understand the importance of a good working relationship between home and school. This agreement is designed to remind us of our responsibilities and provide you with an expected code of conduct.</p>											
<table border="1"> <tr> <td style="background-color: #c6e0b4;">Patient</td> <td style="background-color: #4db6ac;">Forgiving</td> <td style="background-color: #d1c4e9;">Self-controlled</td> </tr> <tr> <td style="background-color: #c8e6c9;">Humble</td> <td style="background-color: #42a5f5;">Honest</td> <td style="background-color: #ffb74d;">Considerate</td> </tr> <tr> <td style="background-color: #fff9c4;">Joyful</td> <td style="background-color: #9575cd;">Hopeful</td> <td style="background-color: #e91e63;">Compassionate</td> </tr> </table>	Patient	Forgiving	Self-controlled	Humble	Honest	Considerate	Joyful	Hopeful	Compassionate	<p><b>We welcome and encourage families to participate fully in the life of our Academy, embracing the Oasis 9 Habits as a central part of our ethos. A way that is characterised by being compassionate, humble, patient, honest, joyful, considerate, hopeful, forgiving and self-controlled.</b></p>	<p><b>The Academy will not tolerate parents, carers and visitors exhibiting any of the behaviours as described below: Should any of these behaviours occur, we may contact the appropriate authority, and if necessary ban the offending adult(s) from entering the premises.</b></p> <ul style="list-style-type: none"> <li>➤ Distracting school staff and trying to speak to them whilst they are supervising children.</li> <li>➤ Breaching school security procedures, e.g. entering school gates without using the intercom system when other parents are leaving or entering.</li> <li>➤ Attempts to gain entry to any part of the school without appropriate supervision.</li> <li>➤ Disruptive behaviour, which interferes with the safe and smooth running of the school day.</li> <li>➤ Using loud or offensive language, swearing, or using profane language.</li> <li>➤ Threatening to do harm to a member of school staff, visitor, fellow parent/carers or student regardless of whether or not the behaviour constitutes a criminal offence.</li> <li>➤ Damaging or destroying school property.</li> <li>➤ Abusive, persistent or threatening e-mails / texts / voicemail / phone messages</li> <li>➤ Defamatory, offensive or derogatory comments about the school or any of the students/parents/staff, at the school, in public, or on social media sites.</li> <li>➤ The use of physical aggression towards another adult or child, including your own.</li> <li>➤ Approaching someone else's child in order to discuss an incident or chastise them.</li> <li>➤ Smoking (including e-cigarettes) and consumption of alcohol or other drugs whilst on school property.</li> </ul>
Patient	Forgiving	Self-controlled									
Humble	Honest	Considerate									
Joyful	Hopeful	Compassionate									
<p>The 9 Habits remind us of the importance of establishing and maintaining relationships with everyone that we meet; they are intended to support character development. Good character sustains our moral compass and is essential when moulding a successful and fulfilling life.</p> <p>We trust that parents and carers will support our Academy with the implementation of this agreement.</p> <p>Parents/carers should ensure that they make anyone else who is responsible for the care of their child aware of this agreement.</p> <p>Please sign below to acknowledge your understanding and support.</p> <p>Signature of Parent _____ Date _____</p> <p>Name of student _____</p> <p><i>We advise you to contact a member of the Pastoral team if you wish to discuss any concerns, or have any questions.</i></p>											



## Appendix J: Conditions to Thrive

Below are details of the Conditions to Thrive, developed at OAJW. Leaders have found that the Conditions to Thrive have a direct impact on improving student's attainment and progress. The success of the strategy is based upon the quality and integrity of the relationships adults build with students. The three samples of the strategy are:

- 1. Conditions for Learning - why character matters**
- 2. Conditions for Learning – framework**
- 3. Conditions for Learning - staff support sheet**

(See following pages)



## Conditions for Learning - why character matters

### Conditions to Thrive @ OAJW: why character matters

#### Where we were: the case for character

- Changing employment and educational landscape.
- Desire to systematically improve learning behaviours.
- Best practice research and staff views brought together to select four aspects of character most relevant to our context and need—our Conditions to Thrive [CtT].

#### Where we are: Standards and character, not or!

- Our approach to developing these aspects of character has been to embed them in the culture of the Academy. We are doing this through our pastoral programme [rewards and sanctions]; our approach to teaching and learning, with both students and teaching staff regularly reflecting upon how they can promote and develop these qualities; finally, we have created a framework which quantifies progress in the four aspects of character [scored 1-5]. This is used by teachers, students and their parents and embedded within our assessment and reporting cycle. To date we have seen strong correlation between student academic performance [attainment and progress] and the scoring of their Conditions to Thrive. This creates a common language for improving student performance.
- The Conditions to Thrive agenda is supported by intentional curriculum planning in subject areas as well as through our pastoral programme. Data led intervention is directed by our Year Team Raising Standards Leaders and implemented by Learning Mentors [form tutors], who act as proxy parents providing regular challenge and support to students in developing their Conditions to Thrive.

Fig 1.		Self Direction			Resilience			Self Control			Communication			Average CtT			Correlation [Avg Pts Difference to MEG/CtT]		
Year	Population	EoY	AP3		EoY	AP3		EoY	AP3		EoY	AP3		EoY	AP3	YoY Change	EoY	AP3	YoY Change
7	All	3.02			3.01			2.98			2.89			3	3.04		0.57		
	PP	2.64			2.68			2.61			2.57			2.63					
	Gap	0	-0.3		0	-0.26		0	-0.28		0	-0.26		0	-0.28				
8	All	3.04	3.08	0.04	3.05	3.08	0.03	3.06	3.04	-0.02	2.86	2.97	0.11	3	3.04	0.04	0.27	0.59	0.32
	PP	2.85	2.74	-0.11	2.91	2.78	-0.13	2.91	2.69	-0.22	2.69	2.66	-0.03	2.84	2.72	-0.12			
	Gap	-0.19	-0.29	-0.1	-0.14	-0.26	-0.12	-0.15	-0.28	-0.13	-0.17	-0.24	-0.07	-0.16	-0.27	-0.11			
9	All	3.06	3.01	-0.05	3.08	3	-0.08	3.06	3	-0.06	2.9	2.86	-0.04	3.02	2.97	-0.05	0.37	0.66	0.29
	PP	2.88	2.78	-0.1	2.94	2.81	-0.13	2.88	2.76	-0.12	2.76	2.66	-0.1	2.86	2.75	-0.11			
	Gap	-0.18	-0.2	-0.02	-0.14	-0.19	-0.05	-0.18	-0.21	-0.03	-0.14	-0.17	-0.03	-0.16	-0.19	-0.06			
10	All	3.06	3.03	-0.03	3.06	3.07	0.01	3.05	3.12	0.07	2.88	2.95	0.07	3.02	3.04	0.02	0.69	0.71	0.02
	PP	2.9	2.93	0.03	2.9	3	0.1	2.88	3.05	0.17	2.74	2.85	0.11	2.86	2.96	0.1			
	Gap	-0.16	-0.1	0.06	-0.16	-0.07	0.09	-0.17	-0.07	0.1	-0.14	-0.1	0.04	-0.16	-0.08	0.08			

Fig. 1 above table shows the change in Conditions to Thrive scoring for Y7-10 from their End of Year 2017 to End of Year 2018 [labelled AP3]. This means, for example, that the Year 10 row uses End of Year data from their time as Y9 last year. This methodology also explains why Year 7 don't have comparative data. The table sets out scoring in each of the four Conditions, as well as the average of these scores and correlation between this average and students forecast expected attainment [Minimum Expected Grade—MEG].

- Correlation between Conditions to Thrive and academic outcomes [under or out performance vs expected attainment] has strengthened in all years. This emphasizes increasing staff accuracy in scoring, as well as efficacy in diagnosing the underlying causes of student performance.
- CtT scores have improved year on year in years 8 and 10. This supports the power of the programme being a long term tool for student development. Intra-year data [not above] also reveals a pattern of improving scoring across Assessment Points [APs] during academic years. The data also supports diagnosis of challenges within the year group cohorts, e.g. Self Control for year 8 PP students.
- PP gap persistent, but closing in year 10. PP student scoring lags that of their non-PP peers in all year groups, but the gap is closing for year 10 and is now effectively zero. In years 8 and 9 PP CtT scoring has fallen from EoY more than NPP, this provides a priority for year team staff and curriculum leaders for the next academic year.

## Conditions for Learning – framework

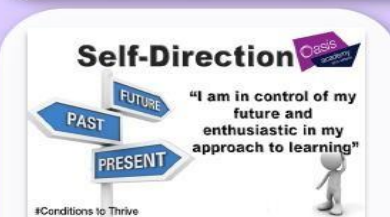
Score	Self-Direction – 'I am in control of my future'	Resilience – 'I persevere even when it is tough'	Self-Control – 'I am in control of my emotions and responsible for myself and others'	Communication – 'I ask questions and present myself to the highest standard'
1	<ul style="list-style-type: none"> <li>I need to engage and participate in all lessons.</li> <li>I need to complete and submit my work on time and to a satisfactory standard.</li> <li>I am not yet able to work independently with focus.</li> </ul>	<ul style="list-style-type: none"> <li>I need to persevere in all lessons especially when learning is challenging.</li> <li>I need to finish what I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I need to come to all lessons prepared to work hard.</li> <li>I must pay attention and resist distracting others.</li> <li>I need to listen to and respect the opinions of others.</li> <li>I must take care of the Academy and my learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>There are serious concerns over the way I present myself and my work.</li> <li>I don't ask or answer questions to support my learning.</li> <li>I need to choose my words more precisely and distinguish between informal and formal settings when speaking.</li> </ul>
2	<ul style="list-style-type: none"> <li>I actively participate in some lessons, but do not always choose to.</li> <li>I complete and submit some of my work to a satisfactory standard.</li> <li>When directed, I sometimes work independently with focus.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes work hard when challenged, but don't always choose to.</li> <li>I sometimes finish what I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I work hard in some lessons, but don't always choose to.</li> <li>On occasions I distract others.</li> <li>I don't always listen to, or respect the opinions of others.</li> <li>I sometimes fail to take care of the Academy and my learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes present myself and my work to a high standard.</li> <li>I am sometimes keen to answer questions to deepen my understanding.</li> <li>I am starting to choose my words more precisely and distinguish between informal and formal settings when speaking.</li> </ul>
3	<ul style="list-style-type: none"> <li>I get to work immediately.</li> <li>Most of my work indicates that I am making good progress.</li> <li>When directed, I can work independently with focus.</li> </ul>	<ul style="list-style-type: none"> <li>I respond positively to challenges in learning.</li> <li>I usually finish what I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I come to class prepared to learn.</li> <li>I remember and follow directions.</li> <li>I listen to and respect the opinions of others.</li> <li>I take care of the Academy and my learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>I present myself and my work to a high standard the majority of the time.</li> <li>I am keen to answer questions to deepen my understanding.</li> <li>I can speak formally in full sentences without using filler words (such as 'like') and with dictionary words instead of street slang.</li> </ul>
4	<ul style="list-style-type: none"> <li>I show enthusiasm for my learning.</li> <li>All of my work indicates that I'm making good progress.</li> <li>I am starting to direct my own independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>I always demonstrate determination by trying really hard even after I've experienced failure.</li> <li>I always finish whatever I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I positively influence others through engagement in my learning.</li> <li>The way I behave reflects the fact that I no longer need to be reminded of the Academy rules and expectations.</li> <li>I value the opinions of others, even when they are different to my own.</li> <li>I encourage others to take care of the Academy and our learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>All of my work is submitted on time and consistently presented to a high standard.</li> <li>I ask and answer questions to deepen my understanding.</li> <li>I deploy excellent grammar when talking, using full sentences.</li> <li>I can use the subject specific language of different disciplines e.g. talk like a scientist, historian, or mathematician.</li> </ul>
5	<ul style="list-style-type: none"> <li>I believe that effort will improve my future and demonstrate this through my learning.</li> <li>I work independently, with focus and without teacher direction.</li> <li>My learning in lessons is reinforced and consolidated by independent work carried out at home.</li> </ul>	<ul style="list-style-type: none"> <li>I understand and demonstrate that outstanding learning is about embracing what we don't know yet and 'failing well', changing something before trying again.</li> </ul>	<ul style="list-style-type: none"> <li>Through my enthusiasm and participation in learning, I invigorate others, helping their learning as well as my own.</li> <li>I model positive behaviour for other members of our community.</li> <li>I respect difference and seek first to understand.</li> <li>I actively role-model and lead others in taking care of the Academy and our learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>I present myself and my work to an exceptional standard.</li> <li>I am always eager to explore new things.</li> <li>I use language with great precision and nuance.</li> <li>I express my ideas fluently in any setting.</li> <li>I help to develop the linguistic tools of others.</li> </ul>

NB: all references to work should be read as referring to all learning, whether completed in school or at home.

## Conditions for Learning - staff support sheet

### Conditions to Thrive @ OAJW: Staff Support Sheet

We are convinced that student outcomes are directly influenced by strength and weakness in four aspects of character — our Conditions to Thrive. Given their importance in articulating how students and parents can improve attainment and progress, it is vital that we are intentional in their promotion and consistent in our use of language and the scoring students at Assessment Points. There is no magic formula to support development of character, it is the product of a cycle based upon experience, reflection and application and its success is based upon the quality and integrity of the relationships we build with our students, but just as getting better at a subject is possible, character can also be grown. Please use the below in combination with the Conditions to Thrive Framework when giving your students scores.



**Self-Direction**

"I am in control of my future and enthusiastic in my approach to learning"

#Conditions to Thrive

To be a 3 ...

- I get to work immediately.
- Most of my work [including homework] indicates that I am making good progress.
- When directed, I can work independently with focus.

**Notes:**

1. 3 = requirement to meet standards our at OAJW [incl. MEG].
2. I cannot be a '3' if I 'behave' in class, but don't meet the criteria above.
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? Are we enabling our students to facilitate their own independent learning. Is there provision?



**Resilience**

"I persevere even when it's tough"

#Conditions to Thrive

To be a 3 ...

- I respond positively to challenges in learning.
- I usually finish what I begin.

**Notes:**

1. I cannot be a '3' if I am polite, but unwilling [currently] to attempt learning. The "I can't do it" approach.
2. Building resilience in learning is not about asking the impossible – you can and should still scaffold.
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? See below.

"Failing well" is treating setbacks as a chance to learn and improve. Connecting the ideas of failure and forgiveness encourages risk-taking, innovation, and self-improvement.



**SELF-CONTROL**

"I am in control of my emotions, responsible for myself and others"

#Conditions to Thrive

To be a 3 ...

- I come to class prepared to learn.
- I remember and follow directions.
- I listen to and respect the opinions of others.
- I take care of the Academy and my learning environment?

**Notes:**

1. I cannot be a '3' if I am consistently disorganised and/or I behave positively only sometimes and. Think about your culprits for low level disruption
2. Think about how students respond to debate – are we clear in setting expectations and modelling in order to support respectful discussion?
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? How are students becoming active citizens?



**Communication**

"I ask questions and present myself and my work to the highest standard"

#Conditions to Thrive

To be a 3 ...

- I present myself and my work to a high standard the majority of the time.
- I am keen to answer questions to deepen my understanding.
- I can speak formally in full sentences without using filler words (such as 'like') and with dictionary words instead of street slang.

**Notes:**

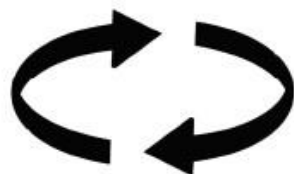
1. I cannot be a '3' if I only present myself and my work to a high standard sometimes, nor can I be a 3 if I am never prepared to ask or answer questions. Most challengingly, I cannot be a 3 if I cannot speak formally.
2. Think about how we are supporting oracy. What opportunities do students have to speak in your lessons? Do you model and correct poor spoken English?
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? I'm helping students speak with vocabulary as subject experts? What am I doing to help them become confident and skilled speakers?

## Appendix K: Oasis 9 Habits De-escalation Tool

To be used following Oasis training. This approach is being trialed at OA Media City and OA Lister Park

<p><b>Ok, so something has happened to make you feel [.....]? Can you help me understand what emotion you would prefer to be feeling?</b></p>	<p>When we are anxious, upset or angry we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?</p>	<p><b>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?</b></p>
<p><b>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?</b></p>	<p><b>Which one of the 9 Habits wouldn't really be helpful to you right now? Tell me why.</b></p>	<p><b>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.</b></p>
<p><b>Is there one thing you could do right now that could make things better or different?</b></p>	<p><b>If you could ask anyone to help you right now, who would you ask and what would you ask?</b></p>	<p><b>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?</b></p>

Use one of these shapes to help you breathe more deeply



How do you feel?

Frustrated	Sad	Annoyed	Afraid
Nervous	Sweaty	Lonely	Not in control
Hot	Anxious	Isolated	Upset
Angry	Shakey	Nervous	Tense



How do you feel now?

Peaceful	Happier	Understood	At peace
Calm	Gentle	Steady	Joy
Cool	Determined	Reconnected	Strong
In control again	Sorry	Relieved	Reflective

Humble	Hopeful	Self-controlled
Patient	Honest	Forgiving
Compassionate	Joyful	Considerate