September 2020

Oasis Academy Brislington Behaviour for Learning Policy

Last Updated: 19 November 2020

Localised Academy Version: 1.0

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

Introduction

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

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.

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

The Oasis Education Charter

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

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

LEVER 1: ACADEMY VISION AND VALUES

OAB Mission
At **Oasis Academy Brislington** we aim to: Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged. Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively.

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.

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

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

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.

9 habits strategy:

| PSHE	Students	Parents	Staff	Academy Student Council
Follow the OCL 9 habits calendar and promote each habit within the termly PSHE unit.	Second assembly each term to be based on the 9 habits. Led by ALT.	Principal's newsletters to include brief summary of which habit students have been working on	9 habits relaunched- September 2020	Project work- create a termly electronic flyer to send out to all students, staff and parents giving reflections on the

		that term and examples.		habit for that term and examples of where it has been seen around the Academy. Use of tweets to communicate with parents.
Use real life examples alongside examples from Art and Literature to support cultural capital development.	Use of plasma screens to encourage students to reflect on each habit through the term.	Electronic Flyer from Academy Student Council.	Use of 9 habits short videos on Oasis Zone to promote with staff each term.	
	9 Habits postcards given out by SPL's to students who have displayed the habit. Through assemblies and tutor sessions.		Regular reminders in staff briefing about the termly habit focus.	

LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

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

1. The 'taught' curriculum:
   - CEIAG (careers education, information, advice, and guidance)
   - RSHE curriculum
   - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
   - Battlefields visit
   - Ski Trip
   - South Bristol Youth
   - Theatre trips
   - Key note speakers
   - Extra-curricular programme (e.g. P6 programme)
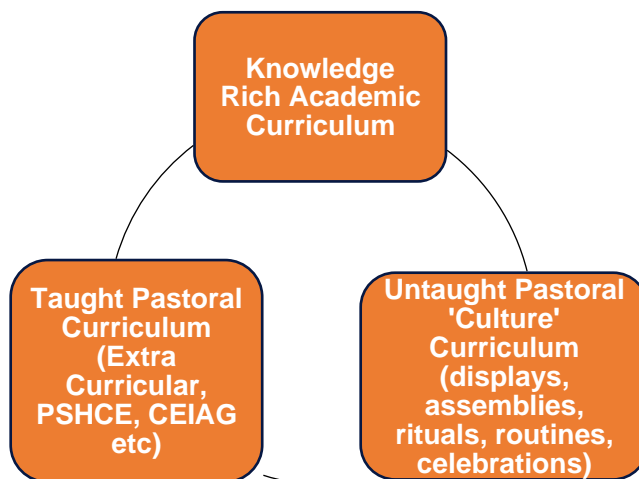
     ACE (Additional Curriculum Entitlement) is our after School offer for every students at Oasis Academy Brislington. Ace is an opportunity for every student to explore and take part in a variety of activities, which can be accessed during the week. The comprehensive programme enables students to try something new, something they might have always to do, or wondered what it would be like. There is no need to wonder anymore. Challenge your mental capacity in Chess Club or Coding Club. Enjoy one of the many sports provided by the PE Team and other members of the Academy. Why not try something a bit different such as Origami Club. If you are more of a creative person, you can enjoy any of the clubs provided by the Music Department, or enjoy the Perfect Plate where you will explore a variety of cuisines. For our Year 11 students we have a vast variety of intervention sessions available in which you can enhance your revision skills or deepen your knowledge.

Knowledge Rich Academic Curriculum

Taught Pastoral Curriculum (Extra Curricular, PSHCE, CEIAG etc)

Untaught Pastoral 'Culture' Curriculum (displays, assemblies, rituals, routines, celebrations)

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 tutor time, in corridor conversations, and in signs and symbols around school.

RSHE at Oasis Brislington supports us in helping to safeguard all students, giving the students the knowledge to make healthy and sensible life choices. The holistic approach promotes healthy bodies, healthy minds and healthy relationships for the students. There is a strong correlation between mental health and wellbeing and academic achievement and this curriculum therefore provides the foundations to achievement across all of the student's subject areas. The curriculum aims to develop a common language that is correct and clear and enables students to communicate their feelings, helping to promote positive mental health. Alongside this, strategies for positive mental health are explicitly taught and practised in the lessons through the mindfulness approach. Finally, the curriculum aims to engender responsible citizenship through promoting tolerance, respect and equality. Through engaging in the sequential learning, students will develop resilience to function successfully in a rapidly changing world.

RSHE Route Through

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Drop Down Day 1- Dreams and Goals Skills Builder Challenge Day		Drop Down Day 2- Being Me an Active Citizen Born Free- Environmental Challenge Day		Drop Down Day 3- Healthy Me The 9 Habits	
	Tutor and Assemblies: Healthy Me and Celebrating Difference					
Year 8	Healthy Me	Dreams and Goals	Celebrating Difference	Being Me	Relationships	Changing Me
Year 9	Dreams and Goals	Celebrating Difference	Being Me	Healthy Me	Relationships	Changing Me and Physical Fitness- Core PE (3 weeks each then switch)
Year 10	Dreams and Goals	Celebrating Difference	Healthy Me and Physical Fitness- Core PE	Being Me	Relationships	Changing Me
			Being me	Relationships	Healthy Me and Physical Fitness Core PE	
Year 11	Dreams and Goals	Physical Fitness- Core PE	Study Skills	Healthy Me and Physical Fitness (3 weeks each then switch)		
	Physical Fitness- Core PE	Dreams and Goals				
	Tutor and Assemblies: Being Me and Celebrating Difference		Tutor and Assemblies: Relationships and Changing Me			

LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

The Academy's behaviour system is in place to ensure that all students have the best access to outstanding learning and personal development. We are committed to ensuring that all of our young people leave the Academy with strong academic achievements in addition to being well-rounded young people able to live successfully and happily in a demanding world.

Rewards
- All staff offer positive and specific praise for our young people. This may be in the form of verbal praise, BCP's via Bromcom, Principal Commendations, Subject stars or contacting home
- Students are rewarded for how they actively demonstrate elements of our student charter: WORK HARD, LOOK SMART, BE NICE
- There are regular rewards assemblies where students receive certificates and prizes for their contributions to Academy life. These rewards are linked to progress data, KIT data, attendance data and student charter data.
- Effort, progress and achievement in learning are recognised in our Celebration of Achievement Awards Ceremony, which is held in July each year

When behaviour is unacceptable and causing disruption to learning
We use a system of 'Chance – Warning – Support room' to manage behaviours that are disrupting learning;
- Students are given a 'Chance' to modify and change their current behaviour, which is deemed to be disrupting the learning of others
- If the student continues to disrupt the learning of others, a 'Warning' will be given. The student will have the opportunity to remain in that lesson as long as no further disruption is caused.
- Should disruption continue, a 'Support Call' will be made by the member of staff, the young person removed from the lesson and placed in the support room- this is the 'action'. They will remain in the support room for the rest of the lesson and will receive a 45 minute reflection session at the end of the academy day. Parents will be informed that their child is in the support room, with the reasons for the Support Call available via a text message.
- In the support room students will complete a reflection sheet predicated on the 9 habits

Removal from a lesson allows the other students to learn without further disruption and gives the young person the opportunity to reflect on their behaviour choices.

- If a student is removed more than 3 times in a day there is a referral made to Ibase. In Ibase students complete on- line learning linked to the subjects they would normally complete on that day. Students will also complete a reflection sheet at the start of the day.

Negative Behaviour Points
Negative behaviour points can be given without warning for certain reasons, including:
- Defiance
- Breaches of uniform
- Lateness to school/lessons
- Unruly behaviour during unstructured time
- No homework

More serious behaviour issues or repeated disruption to others' learning can result in other consequences, such as;

- Internal Exclusion – ibase
- SAFE – safeguarded internal exclusion
- Fixed Term Exclusion
- Immersion exclusion to another Oasis Academy
- Immersion exclusion to another South Bristol School
- A referral via the Bristol Inclusion Panel for a period of time at another school or alternative learning provision
- And as a last resort, Permanent Exclusion

More serious behaviour may include:
- Bullying
- Truancy
- Rudeness to staff
- Swearing
- Fighting
- Damage to Academy property
- Racist/sexist/homophobic language
- Poor behaviour off-site, which damages the reputation of the Academy or causes issues within the Academy.

This list is not exhaustive and more serious consequences are subject to the decision of the 360 Pastoral Team, Student Progress Leaders and the Senior Leadership Team.

Mobile Phones
Mobile phones should not be seen or heard beyond the front doors of the Academy. They should be turned off and placed in student school bags. If a mobile phone is seen, or heard, the phone will be confiscated and available for collection (by the parent/carer). Further breaches may lead to your child not being allowed to bring their phone into the Academy [hand in at reception on a daily basis].

Uniform, make-up, hair and jewellery
Students are expected to take pride in their appearance and the Academy uniform. For full details of our expectations around equipment, uniform and PE kit, please see our website.

Supporting Behaviour
Our staff team work to support young people, when behaviour presents as a barrier to learning, or a persistent issue outside of lessons. Support may include:

- 360 year team manager conversations
- Student Progress leader/ 360 intervention / SEN intervention
- Combined parent/student/school meetings
- SEN intervention & support – key workers
- Behaviour Support Plans
- Bespoke SEN timetables
- Part time timetables to reset and re-establish successful learning behaviours
- Restorative Justice as a solution to behaviour incidents

Restorative approaches are based on four key features:
-**RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY**: taking responsibility for your own actions
- **REPAIR**: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours
 are not repeated

- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Anti-bullying guidance

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

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

Bullying can include: (including definitions from the NSPCC)

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

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Support for students

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

Roles and responsibilities

The National Directors	The Monitoring and Standards Team evaluate the impact of the academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
The Regional Director Phil Humphreys	The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation
The Principal Peter Knight	The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the academy environment encourages positive behaviour and

	that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
The Behaviour Lead Natasha Pugh	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the academy and monitoring the behaviour of individuals on BSPs. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
The SPL's	The SPL's will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
Teaching Staff	Staff are responsible for: • Being role models of positive behaviour • Reminding students of key unacceptable behaviours and the rules • Implementing the behaviour policy consistently • Providing a personalised approach to the specific behavioural needs of particular pupils • Recording behaviour incidents The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
Parents	Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and academy is vital for the promotion of an effective behaviour protocol. Parents are expected to: • Support their child in adhering to the Home-Academy agreement • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the 360 year team manager in the first instance
Students	Students should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community

Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	• Leaders are trained on using academy data systems to ensure behaviour monitoring is robust and effective.
	
	• Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.
	
	• Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.
	
	• Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.
	
	• Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.
	
	• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.
	
	• Leaders make effective use of a range of Trust expertise:
	    o Monitoring Standards Team o Directory of Best Practice
	    o National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning.
	
	• Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.

Academy Staff	To ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development. Engage with expert/specialist training where relevant and necessary

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 on CPOMs and reported to parents

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.

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

If a child absconds site, parents/carers will be informed, firstly via telephone, and via text if no phone contact can be made. It may be appropriate to inform the police.

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 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 may 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