



Oasis Academy Brislington – Behaviour Policy Addendum September 2020

Context

- COVID-19, the lockdown experience and national guidance around how schools must operate from September 2020 pose a variety of challenges and opportunities for us all.
- The Academy will continue to have the highest expectations in terms of behaviour as we know that is a key lever in learning and ensuring that our students remain safe and happy.
- Much of the existing behaviour policy remains in place. This addendum lays out the changes and adaptations that are necessary for September until a point in the future when we may return to 'normal'. Anything not covered in the Addendum remains in place as before.
- Staff flexibility, adaptability and emotional intelligence are essential as we all adjust to the challenges ahead. Tweaks and refinements to the policy are inevitable once we all come together for the new academic year.
- Safeguarding for students and staff are the primary consideration in all decisions that are made, alongside a commitment to support our most disadvantaged and vulnerable students.
- Staff vigilance and commitment to duties are essential.

Student expectations and routines:

- Students are expected to arrive on site at their allocated entrance
- Students are not expected to arrive on site before their allocated arrival time
- Students are to leave the site immediately on departure.
- Attendance matters at Oasis Brislington. All students are expected to attend, unless there is a justifiable reason that they cannot, such as sickness, religious observance etc. Please where possible provide the academy with evidence from a medical professional for absences of 5 days or over.
- Full uniform must be worn at all times. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.
- Bags are allowed, but students must minimise what is bought into school to essentials, such as lunch boxes, water bottles.
- All students will be provided with a face covering to be used within the academy. This should not be worn outside the academy.
- Face coverings become an essential part of academy uniform.
- Face coverings should be worn in corridors, communal and social areas. They should also be available to be worn in classrooms if requested by a member of staff. They can be removed to eat or drink during social times
- Face coverings when not worn should be kept in the sealed bag provided or lowered to your chin or neck.
- Students must clean their hands regularly, including when they arrive at school, when they return from breaks and the end of the day.



- All students must have their own equipment and not share with others.
- Students must maintain a distance between themselves and others. There must be no physical contact with others. Deliberate failure to follow these guidelines will lead to a sanction.
- Students must remain within their bubbles, minimising contact with others. Leaving their bubble and mixing with others compromises safety by increasing the risk of transmission and could lead to a fixed term exclusion.
- Any malicious or deliberate acts of attempting to transmit the virus will lead to a fixed term exclusion.
- Students will sit at their allocated work places, facing forwards at all times. They must not leave their seat without permission from the teacher.
- Students should follow all instructions from any adult.
- Students should follow good respiratory hygiene by implementing the 'catch it, bin it, kill it' approach.
- The staff member will maintain distance from students, staying at the front of the class and at least 2 metres away from students where possible.
- When outside it is advised where possible they maintain distance at all times.
- If a student becomes unwell in school with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell they must inform a member of staff immediately.
- Students should work hard, look smart, be nice and be safe
- Students should help to keep the environment clean and safe and treat all equipment with care. Ensure that all litter goes in the bin or gets taken home.
- Students can be rewarded in the following ways –BCP's , digital praise post cards, phone calls/emails home, Tweet and post on Facebook examples of excellent work,
- Mobile phones are not to be used inside the academy.



Student sanctions around COVID 19

Be safe

For the first behaviour incident that does not meet our expectations .

Chance issued by a member of staff

Generic Action will be.....

Phone call home by the 360 yr team manager to discuss the incident and to identify any reasons or concerns.

No 45 reflection issued

It is mandatory for students to wear their masks when they are 'moving' around the academy and at social times (when not consuming food)

(Chance – Action)

45 minute reflection session and phone call home

A student steps into a teachers designated teaching space

(Chance – Action)

45 minute reflection session and phone call home



A student refuses to sanitise their hands when they enter the classroom

(Chance – Action)

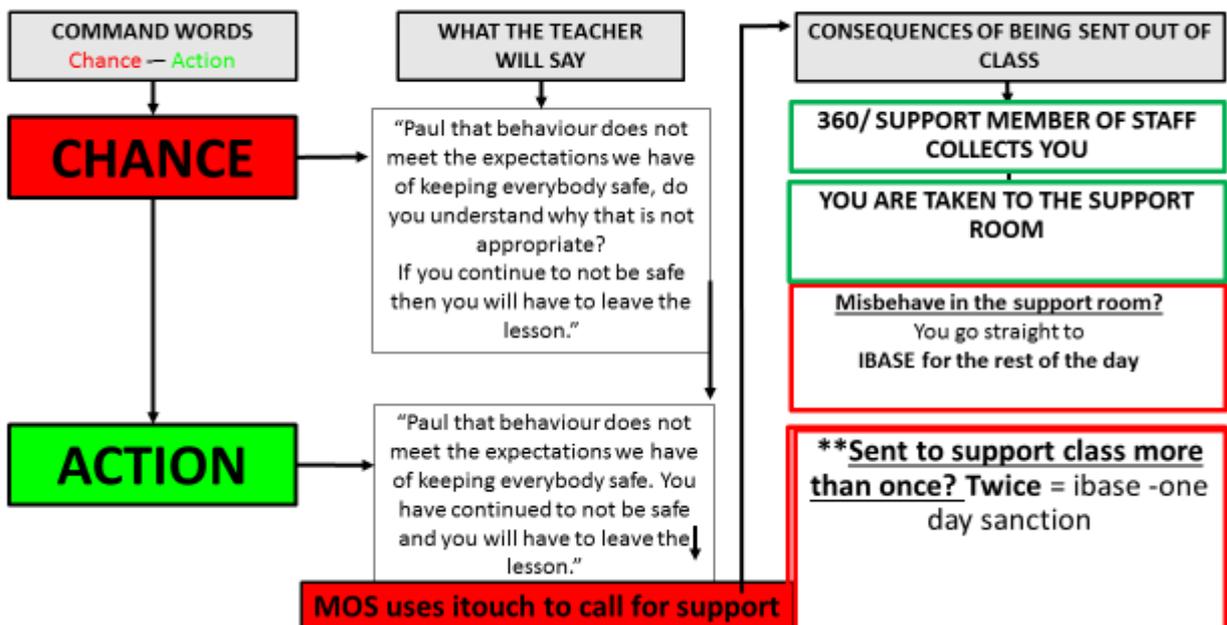
45 minute reflection session and phone call home

A student refuses to follow the one way system

(Chance – Action) –support call

45 minute reflection session and phone call home

WHAT HAPPENS IF YOU ARE NOT BEING SAFE?





For staff: Behaviour Scripting

We all face situations where students 'dig their heels in' and a confrontation can easily occur. Many staff find these times stressful and professional development in handling these occasions can have a transformative effect of relationships and behaviour management.

If initial attempts to rectify the situation fail, having a script to fall back on can be invaluable. Speed is of the essence. The teacher needs to make their point and then get away before a negative response or confrontation can occur.

The language we use is absolutely vital – positive assertion combined with emotional intelligence. One wrong word for many students can be incendiary!

Scripting works with all students, whatever their age. Remember too that students appreciate consistency and fairness.

- We are always targeting the behaviour choice, never the child.
- Avoid passing judgements – “I’ve noticed” is the key.
- The calmer we remain, the more likely students are to mirror our behaviour. A raised voice will receive a similar response.
- Begin with something positive, anything you can think of. It is much more difficult to argue with somebody who is saying something positive about you. Check that they understand the task – is the behaviour a result of not understanding?
- Address the problem you have identified and state it clearly. Avoid questions that will engage the student in discussion – the goal is simple: state the issue and give the student their choice quickly.
- Remind students about the rules and why you are having to address the situation.
- Issue a clear warning and threat of consequence. Remind the student they have a choice to make. State clearly but briefly what it is they must do.
- Ensure that any consequence is totally in line with your Academy’s systems – consistency is key.
- Say “Thank you” not “please” as this conveys more certainty on your part that compliance will follow. Give them a stated time in which to comply.
- Move away and give the student space and time to reflect and then follow the instruction. Standing over them and adding pressure increases the likelihood of a negative response.
- Make a point of praising or rewarding students close by who are modelling the desired behaviour.
- Monitor discreetly. If the problem persists, you will need to follow through with the consequence. Failure to do this undermines your authority and sends mixed messages to the student and others watching.
- Confidence is key. Think about your body language and positivity.



Example:

Charlie has failed to start his Do Now and has been trying to distract others. Non-verbal strategies have failed to get compliance and so the teacher has to take a more direct approach.

“Charlie – you worked really well yesterday and gave me such a good answer on Macbeth’s violence.”

“I’ve noticed that you’re having difficulty starting this morning. Is there anything I can help you with?”

“Good. I’m pleased you understand. No you know that all students have to do their Do Now. I can’t have you not doing it and I don’t want you to fall behind”.

I need you to make the right choice. I’m going to give you one minute to get started otherwise I will have to give you a Chance

Let’s start now. Thank you.” (And walk away...)

“Great start, John. You’re working really well”.