



OASIS COMMUNITY LEARNING BEHAVIOUR FOR LEARNING POLICY

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At a glance

In developing a policy for Behaviour for Learning, the Oasis vision is important. Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- **A passion to include**
- **A desire to treat people equally respecting differences**
- **A commitment to healthy, open relationships**
- **A deep sense of hope that things can change and be transformed**
- **A sense of perseverance to keep going for the long haul**

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

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.

Checklist

- Our approach to behaviour is underpinned by the Oasis Ethos and 9 Habits. To create and maintain healthy, open relationships and to ensure we remain committed to treating children equally, encouraging pupils to take responsibility for their own behaviour and choices we seek to intentionally focus on being patient, honest, humble and forgiving.
- This policy has been developed in line with the DfE guidance for exclusions, physical restraint and safeguarding
- The practice outlined in this policy is supported and developed by our Trust Behaviour NLP team
- We aim to share best practice through our strategy and community group, Trust staff meetings and INSET days
- This policy must be localised for the needs of each academy

In brief

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 themselves and 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, safeguarding and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship
- Develop their ethical approaches and values in their lives

In more detail

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 academy websites.

OCL has a team of Behaviour National Lead Practitioners who are able to support in developing effective policy, systems and strategy for managing student behaviour.

Our Trust Statement of Intent is a core document outlining our aspirations for both primary and secondary aged children and young people. It captures the essence of what we strive to achieve as part of Oasis, and applies to all of our children and young people, in all phases, in all of our academies. The statement of intent is based on cutting edge educational research into the science of learning (including how memory works) and character development. The statement of intent also aims to develop active citizens who have a strong understanding of the world around them and a desire and drive to positively impact their academy, local, national and global community

The statement of intent outlines how together as staff, children and young people, parents and carers we have implemented a curriculum that will positively impact on pupils.

An Oasis learner will become someone who:




- is comfortable in their own skin and is able to continuously explore who they are becoming
- has the expertise they need to succeed, lead and serve others.
- wants to make the world a better place and feels able to do so.
- Is able to keep themselves and others safe
- can communicate effectively and confidently in order that they feel included in all scenarios.
- is an active part of a network that supports others. • seeks to include others, is other-centred and celebrates difference.
- has an inner sense of purpose, conviction and belief.

- has a values approach to life and a sense of what is right and wrong through the lived experience of the 9 Habits.

The statement on intent underpins our approach to student behaviour.

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	 Harmonious climate for learning where all young people can flourish and thrive.
1	Academy Vision and Values (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	Personal Development Curriculum (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	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

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’

We now have a primary and secondary Oasis PSHCE curriculum which underpins our behaviour for learning strategy.

‘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 pupils 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.

Statutory guidance on relationships education, relationships and sex education (RSE) and health education has been released by the DfE <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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

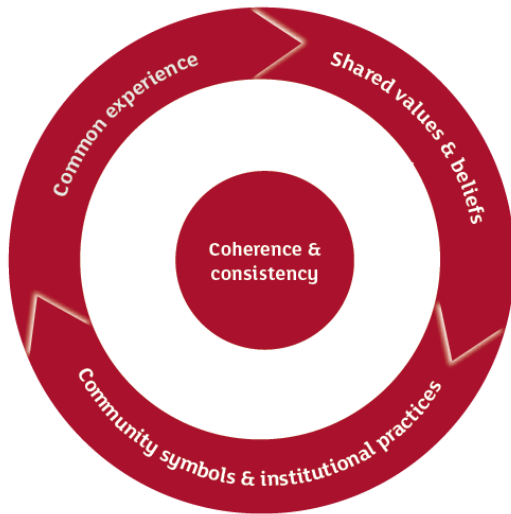
Leaders use <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> in order to support their curriculum planning and delivery of Careers Information Advice and Guidance. The Gatsby Benchmarks offer fundamental advice and guidance to school leaders: <https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-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 pupils 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 if the contextual safeguarding issues aren't considered e.g. to the pupil 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 pupils 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 pupils 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 pupils 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 AND 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.
- The use of mobile phones and social media is curtailed during academic learning time

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.
- Restricting the use of mobile phones during school hours
- 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.

Pastoral / Academy Staff able to gain and hold student attention, de-escalating when necessary, so reflection and learning can take place.

Pastoral routines are clear, slick, and efficient, so that no learning time is wasted.

Pastoral / Academy Staff deal effectively with behaviour falling short of expectations, so that students are safe and able to focus on their learning.

Pastoral / Academy Staff use systems of rewards and sanctions consistently, so that students are motivated to behave.

Pastoral / Academy Staff uses time effectively, so that every minute is made to count.

Teacher narrates the link between behaviour and learning, so that students see the connection between their behaviour and successful outcomes.

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 and trauma responsive 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 and Senior Mental Health Lead 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 reduce peer on peer abuse

Oasis adopts a zero tolerance approach to peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- causing someone to engage in sexual activity without consent,
- upskirting,
- initiation/hazing type violence and rituals

This is addressed within a 3-category approach

<p>Category 1 – Harmful Sexual Behaviour: General <u>single incidents</u> of Cat 1 issues</p>	<p><i>Including but not limited to:</i> Developmentally inappropriate problematic (using the Brook Traffic Light System as a benchmark), Abusive sexualised behaviour on-line or off-line, Lewd comments/jokes, Creating a hostile, offensive or sexualised environment.</p>
<p>Category 2 – Sexual Harassment: <u>Two or more</u> Cat 1 incidents, or <u>single incidents</u> of Cat 2 issues <i>and recorded as a safeguarding incident</i></p>	<p><i>Including but not limited to:</i> Unwanted conduct of a sexual nature, Up skirting On-line or off-line sexualised comments, remarks or observations, Intentional touching of person or clothing, Aggravated sexting, Behaviours likely to violate dignity, feel intimidated, degraded or humiliated Creating a hostile, offensive or sexualised environment.</p>
<p>Category 3 - Sexual Violence: Recorded on CPOMS as a child protection incident</p>	<p><i>Including but not limited to:</i> Rape, Assault by penetration, Sexual Assault (touching in a sexual way without consent), Grooming for sexual/criminal exploitation.</p>

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, sexting with the intention to harm, sharing of explicit images without consent
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.

All academies use Bromcom to record discriminatory events. This data is analysed at a national and local level to ensure CPD focuses on need.

On-line Harm, Bullying or Slander

The online environment and social media afford our students an unlimited learning opportunity and the right to access this environment is supported by Oasis. However with rights come responsibilities and it is becoming increasingly common that fake social media accounts are created and inappropriate content shared that seeks to harm others. This online bullying and slander causes harm and distress to pupils, staff and the overall reputation of the Academy and Oasis as a whole, and will not be tolerated. At no point should any student create an account using the name of their academy or any identifying features such as the academy logo.

As an organisation Oasis Community Learning wants to be crystal clear that hateful behaviour, bullying and harassment is counter to the Ethos and Habits and has no place in our schools. The distress these behaviours cause to our students and staff will not be tolerated and we will address this both reactively when it is reported to us as well as proactively.

Where abusive, slanderous or harmful content is reported the following actions will be taken:

- A report will be made to the social media site requesting that the item is removed.
- A report will be made to the Professional Online Safety Helpline (POSH, 0344 381 4772) for items relating to school staff
- A report will be made to the UK Safer Internet Centre (helpline@saferinternet.org.uk)
- Episodes that are deemed to be examples of Hate Crimes will be referred to the police for full investigation

Where a student is identified as the author of this type of harmful material the appropriate sanctions will be discussed with the parents/carers with the minimum expectation is that the

material will be removed immediately. If the career of a member of staff has been compromised the potential for legal action exists.

In addition there is an expectation on the whole school community. As with episodes of physical bullying where it is expected that bystanders do not encourage, endorse or celebrate bullying – instead that it is reported. There is an expectation that our students will not 'like' or 'share' episodes of online bullying of students or staff, and will report episodes to staff as soon as possible. Students found to be acting by means of encouragement (liking or endorsing) harmful posts are also subject to appropriate sanctions in line with anti-bullying policies.

LEVER 4: BEHAVIOUR TRAINING AND 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.

CPD

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:

- Senior Mental Health Lead training
- Mental Health First Aid for pastoral leaders
- ACES and Trauma Informed Practice
- 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 and 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 workstations, 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
- appropriate filtering and monitoring on IT devices

- 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

Restorative practice

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. In incidents of peer on peer abuse, particularly at the level of category 2 and category 3 incidents the use of restorative practice should be very carefully considered as confronting the abuser may cause the victim to re-live the experiences. <https://restorativejustice.org.uk/restorative-practice-schools> OCL Academies currently using restorative practice include: OA Lister Park, OA Mayfield and OA Ryelands.

Discipline in our academies – teacher's 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 search and 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](#)

All Oasis settings will use the Team Teach methodology when considering reasonable force and physical intervention

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**
- Unless in an emergency situation, physical intervention techniques should only be applied by those trained to use them

- 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 BromCom:

- The date, time and place of the incident
- The name of the student involved including their 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 use of the OCL pupil statement form to collect witness statements

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. Team Teach Training should be undertaken by a recognised provider. The MAT Leadership will 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
- Potentially following the student at a safe distance once the student 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) - professional judgement and local “on the spot” risk assessments should be made to keep all parties safe
- 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

The needs of pupils falsely or maliciously accused of peer-on-peer incidents should be considered in each academy and support mechanisms put in place to ensure that they are able to settle back into school without any residual impact.

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](#) but should only be undertaken a member of the senior

leadership, of the same gender as the pupil being searched and witnessed by another staff member.

Exclusions/Suspensions

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. We use a range of strategies to reduce exclusions including Trauma Informed Practice, support for mental health and inclusion rooms in our academies.

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](#)

Horizons

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

Monitoring

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO and Director's group.

Links to 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

Responsibilities

The Regional Director

Behaviour for Learning Policy
1.8
Chris Chamberlain

The Regional Director is responsible for monitoring the effectiveness of each Academy's localised behaviour protocol and holding the principal to account for its implementation.

The MET

The Monitoring and Evaluation Team evaluate the impact of the Academy localised behaviour policy on learning. The MET give feedback and identify next steps for the Principal and Regional Director.

The Safeguarding Team

The Safeguarding Team will look at the application of the behaviour policy through the lens of safeguarding and will advise and support the Principal and DSL on steps to further protect their pupils.

The Principal

The principal is responsible for reviewing and approving this localised 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 including challenging behaviours when seen
- 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.

Students are expected to:

- Understand and keep to the student code of conduct
- Discuss any concerns with the class teacher or DSL promptly

Training requirements

See Lever 4 for detail on staff training.



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

RACI Matrix

“R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable”, a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy.

Policy Element	Board	Leadership			Academy				Team		
		OCL CEO	OCL COO	Regional Director	Academy Principal	Behaviour Lead	Teaching staff	Support staff	National Behaviour Lead	Behaviour NLPs	
OCL Behaviour Policy is in place and shared with leaders	A	A		R	C	C			C	C	
OCL Behaviour Policy approach is understood fully across the organisation					R	R	C	C	C	C	
Localised behaviour policy is on academy website and shared with all staff					R	A	C	C			
Regular staff CPD takes place focusing on the localised behaviour policy					R	A	C	C			
Team Teach training is up to date for the relevant staff					R	A	C	C			
Records of physical intervention are fully in place					R	A	C	C			

Children and young people are aware of the behaviour expectations, rewards and sanctions					R	A					
Guidance about searching students is clearly communicated with all staff					R	A	C	C			
All discriminatory events are recorded on Bromcom. Academy data is reviewed termly to check for patterns					R	A	C	C			
The 9 habits and Oasis ethos is celebrated and integral to the curriculum					R	A					
There is clear offer of extra-curricular activities					R	A	C	C			
Careers guidance follows the DfE guidance fully and is part of the primary and secondary curriculum					R	A	C	C			



APPENDICES

We have produced sample localised behaviour for learning policies that are available separately to this policy.

Please contact our National Lead for Behaviour for copies of these examples.

Document Control

Changes History

Version	Date	Owned and 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
1.8	01.04.22	Chris Chamberlain	All OCL Principals	Updated policy

Policy Tier

- Tier 1
- Tier 2
- Tier 3
- Tier 4

Owner

Chris Chamberlain

Contact in case of query

chris.chamberlain@oasisuk.org

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
Director's group	Directors' group	9 May 2022	1.8

Position with the Unions

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

- Yes
- No

If yes, the policy status is:

- Consulted with Unions and Approved
- Fully consulted (completed) but not agreed with Unions but Approved by OCL
- Currently under Consultation with Unions
- Awaiting Consultation with Unions

Date & Record of Next Union Review

Location

Tick all that apply:

- OCL website
- Academy website
- Policy portal
- Other: state

Customisation

- OCL policy
- OCL policy with an attachment for each academy to complete regarding local arrangements
- Academy policy
- Policy is included in Principals’ annual compliance declaration

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
All Executive, Lead Principals and the OCL National Education and Core Strategy Team/s.	OCL Senior Leaders	April 2019	1.7
All Executive, Lead and Principals and the OCL National Education Team. All staff.	OCL Senior Leaders	April 2022	1.8

