



Oasis Academy Marksbury Road

Academy Behaviour Policy

2020-21

Please note that some elements of our policy have been slightly adjusted, or need particular consideration, in light of the ongoing COVID-19 national crisis and associated risks and restrictions in place. These are shown throughout our policy in red font.

Our Vision

At Oasis Academy Marksbury Road, we know that great behaviour and great attitudes are crucial to a successful education where every child can be allowed to thrive in the best conditions possible.

Our vision is that our children, with the core skills to succeed, will be the best they can be. Our positive behaviour policy aims to support the continuing development of character to become the best version of ourselves through the active promotion and practice of the 9 Habits.



At Oasis Academy Marksbury Road we understand that challenging behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and our staff work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.



The four principals that underpin our behaviour policy in line with trauma informed practice are Protect, Relate, Regulate and Reflect.

- As a school we are proactive in ensuring the ethos environment and relationships to not only **protect** all children from harm but actively promote positive emotional, mental health and social development.
- As a school we will ensure that all children have access to emotionally available adults who are able to build strong supportive, trusting empathetic relationships, this can be provided informally and formally and we recognise the strength in building relationships with all members of the school community. Safe, secure, flexible and caring environments where positive relationships are seen as being fundamental **(Relate)**
- As a school we are committed to reducing stress and anxiety in children through providing consistent boundaries and expectations. All staff understand the importance of positive interactions and this underpins every communication within the school. A range of universal whole school approaches that enhance the wellbeing of all children and young people alongside targeted support that is proportionate and meets the needs of children and young people **(Regulate)**
- All staff understand the power in listening and are reflective and empathetic to all responses when addressing all those within the school community. Assessment and planning that has a focus on what has happened to an individual rather than what is wrong with an individual **(Reflect)**

Our approach to promoting positive behaviour is also underpinned by the Oasis Trust four 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, <u>consistently</u> 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	

Culture for Learning

Our behaviour policy aims to help achieve our vision by creating a positive, secure and predictable environment where 'Green' behaviour is the minimum expectation for all pupils, from all staff. All opportunities are taken to develop children's understanding of the 9 Habits and therefore the importance of Green behaviour. Classes write a class code together to further clarify what Green behaviour looks like within classrooms. Green behaviour is strongly promoted through whole academy language, both in and outside the classroom, through positive verbal praise and reminders and encouragement. Silver and Gold Behaviours are identified as going above and beyond expectations. We follow the expectations of Aim High, Take Pride, Keep Safe and Respect All – the language and behaviours associated with these four 'rules' drive our culture for learning and conduct in and around the academy.

Rewarding Excellent Behaviour

All our children are encouraged to be the best version of themselves and behaviours deemed to be above and beyond our minimum expectation of Green behaviour (Silver and Gold Behaviours) are actively praised and rewarded using a range of the following strategies:

- Additional verbal praise and celebration. In classes this may involve moving a child's picture or name from a Green visual to a silver or gold visual so that their behaviour can be seen and praised by all.
- Postcards, emails or phone calls home.
- Raffle tickets are given to individual children which are added to a weekly draw. The children whose tickets are drawn are rewarded with a prize from the raffle prize box.
- Certificates are presented in Friday's celebration assembly from each class teacher to two children in their class who have particularly impressed during the week.
- 9 Habits certificates each month to celebrate demonstration of the habit of the month

Behaviours below expectation are clearly and predictably approached using the attached consequence ladder. Occasionally, some children may need a greater level of support to maintain Green behaviour, in which case personalised targets, rewards and strategies will be implemented and outlined through an individualised behaviour pathway plan. This will be written in discussion with parents and the child and may include advice and input from an outside agency professional.

Orange Behaviours

Orange behaviours are those which are at a low level and potentially disruptive to the learning of others. Every child will be clearly verbally reminded and given an opportunity to improve their behaviour before a movement to Orange is issued. Every child will begin each new day on Green regardless of an orange the day before.

Examples of Orange behaviours include, but are not limited to:

Singing on chairs, disrupting learning and focus, persistent calling out, using unkind words, inappropriate corridor conduct

Red Behaviours

Red behaviours are repeated orange behaviours following support and positive diffusion or one off high level behaviours. Red behaviours include, but are not limited to:

Physical harm to another, swearing, refusal to follow adult instruction, running in corridors, dangerous behaviour, persistent unkind words and conduct towards others, damaging property.

All behavioural incidents are judged in isolation and considered in context before a consequence is issued – this will often be dependent on age, circumstances relating to the incident and consideration of context.

***Any reference to a partner class move will now be an out of class time out – either outside the classroom, in space in the classroom, or with ALT depending on the circumstance**

Action	Consequence	Intervention/Follow up
Demonstrating an orange behaviour	<ol style="list-style-type: none"> 1. Verbal warning 2. Move down to orange. 3. Teacher/TA will look for the soonest opportunity to move the child back up to green. 	None at this stage
Persisting with orange behaviours, which in turn becomes a red behaviour	<p>Issue Red behaviour, which must be logged on BromCom</p> <p>Teacher decides on appropriate course of action which will be either:</p> <ol style="list-style-type: none"> A) Time out in partner class *currently outside own classroom or in space within classroom when not sharing a bubble with partner class. This applies to all references to partner class involvement throughout this policy B) Missing a part of break time/ lunch time C) Referral to ALT in extreme circumstances 	<p>Teachers to analyse and identify triggers to behaviours being shown and put in place minor adjustments to support the child to succeed.</p> <p>Restorative conversation between teacher and child, and an apology to anyone who is a victim of the persistent breach of behaviour</p>
Physical violence towards a student (including throwing objects aimed at a student). No injury.	<p>Issue a red behaviour, which must be logged on BromCom</p> <p>ALT called</p> <p>Partner class for 20 minutes.</p> <p>Complete thinking sheet at appropriate time</p>	<p>Apology to victim.</p> <p>Teacher logs incident on BROMCOM as a Red.</p> <p>ALT must be informed of any racist or homophobic comment in person – not just on BromCom</p>
Verbal abuse towards a student including swearing, threatening, racist or homophobic comments.		<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red.</p>
Walking away from an adult.		
Physical assault towards an adult. Regardless of any injury.	<p>Issued with a Red.</p> <p>KS1 – Exclusion for the remainder of the day.</p> <p>KS2 – at least full day exclusion.</p> <p>Internal or external at judgement of ALT.</p>	<p>Teacher logs incident on BROMCOM as a Red.</p> <p>ALT logs exclusion and contacts parents.</p> <p>ALT consideration of need for risk assessment and/or individualised plan.</p> <p>ALT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.</p>
Throwing furniture.		
Physical assault on a student where an injury is caused.		

Willful damage to school's or another individual's property.		Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. Apology to victim.
Verbal abuse towards an adult including swearing, threatening, racist or homophobic comments.		Child and teacher hold a restorative meeting 1:1 before the beginning of the next session day with ALT Teacher logs incident on BROMCOM as a Red.
Spitting at a student or adult	Issued with a Red. Internal exclusion for the rest of the day	ALT must be informed of any racist or homophobic comment. Such incidents will then be recorded on a central log. * In light of COVID 19 related risks and restrictions incidents of spitting should be considered serious and assessed and reviewed accordingly.
Absconding from the classroom or school building (remaining on site).	Issued with a Red. If necessary call ALT Return to class or partner class at judgement call of ALT.	Child and teacher hold a restorative meeting 1:1 before the beginning of the next session. Teacher logs incident on BROMCOM as a Red.
Absconding from school site.	Issued with a Red. External exclusion (length at judgement call of ALT).	Teacher logs incident on BROMCOM as a Red. ASLT logs exclusion and contacts parents. ASLT review risk assessment and individualised plan. ASLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.
Refusal/failure to partner class (including further disruptive behaviours.) Child leaves the classroom with On Call (physical intervention may be used) and successfully joins a partner class within 20 minutes.	Diffusion and distraction techniques Possible issuing with a second red. ALT to make judgement in discussion with teacher ALT will remove the child from the classroom if necessary, facilitate calming and facilitate appropriate reflection. Partner class for a 20 minutes (KS1) or the rest of the session (KS2).	Child and teacher (or ALT where applicable) hold a restorative meeting 1:1 before the beginning of the next session where possible. There should be a positive return to class for the child and teacher. Teacher logs incident on BROMCOM as a Red (see red consequence ladder for next steps). If physical intervention is used then a form must be completed and ALT and parents contacted the same day. *All incidents of physical intervention will be reviewed in line with the whole academy policy which includes consideration of additional COVID 19 related risk.
Refusal/failure to partner class but child is no longer causing disruption to learning.	Diffusion and distraction techniques Possible issuing with a second red. ALT to make judgement in discussion with teacher ALT will stay with the child until able to remove from the	Child and teacher meet 1:1 before return to class. Teacher logs incident on BROMCOM as a 2 nd Red (see red consequence ladder form next steps).

	<p>classroom without physical intervention.</p> <p>Partner class for the rest of the session or (KS2) following session if the child did not leave the classroom.</p>	
Incidences of Bullying	<p>In cases of suspected bullying the perpetrator will be sanctioned for specific behaviours as outlined above. ALT will log the behaviour as suspected bullying which will then be monitored through logging on CPOMs. This may include the creation of an Anti-Bullying Support Plan which will be written in conjunction with parents, pupils and teachers. Prolonged and proven cases of bullying may, in some circumstances, result in external exclusion. Please refer to the Anti Bullying Policy for further information.</p>	
Pupil Conduct outside of the Academy	<p>Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises including:</p> <ul style="list-style-type: none"> • when a student is taking part in any Academy organised or Academy related activity • travelling to or from the Academy • wearing the Academy uniform or is in some way identifiable as a student of Oasis Academy Marksbury Rd <p>The Academy will also sanction a pupil's behaviour, whether or not the conditions above apply, if that behaviour:</p> <ul style="list-style-type: none"> • could have repercussions for the orderly running of the Academy • poses a threat to another student or member of the public • could adversely affect the reputation of the Academy <p>Any sanctions given for these behaviours will be in line with those given for behaviour incidents within the Academy, as set out in this policy.</p>	
Deliberate Non-Compliance with Covid-19 related hygiene and movement rules	<p>Where a child deliberately does not comply with Covid-19 related rules regarding hygiene and movement around the Academy, this will be seen as dangerous behaviour and the child will be issued with a red card. ALT / Teacher will explain the importance of the new rules to the child to ensure that they have full understanding of why they have been implemented. The child's parents should be informed after an incident to engender a consistent home / school approach.</p>	