Oasis Academy Marksbury Road Academy Behaviour Policy 2022-2023

OAMR Behaviour for Learning Policy

Last Updated: 02/09/22

Localised Academy Version: 1.1

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

This policy aims to ensure the consistent application of our Academy relational approach to behaviour protocols and practice, so that our children 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 skills and confidence in managing conflict and difficulty.
- Understand and become literate in discussing their own and others emotions.
- 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.
- Understand and enact the 9 Habits within and outside of school, enhancing their Character, Competence and sense of Community.
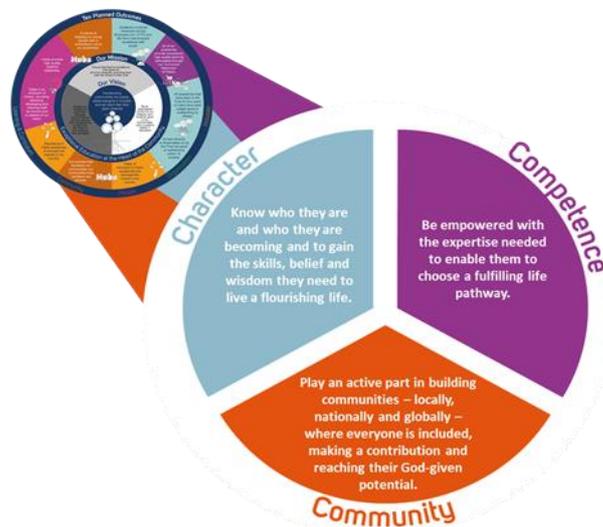
An Overview of Research Underpinning the Behaviour Policy for Learning

The Marksbury Road localised policy builds from The Bristol Approach and the OCL curriculum, integrating the 3 C's: Character, Competence, and Community as well as incorporating the drivers for inclusion, equality and relationships. It uses Trauma Informed Practice and an understanding of ACES, supported by the most up to date information and research into behaviour, to ensure our offer develops the soft skills children need to enhance their emotional and social capacity ensuring they are able to learn.

TIP AND ACES	GROWTH MINDSET	METACOGNITION AND LINKS TO BEHAVIOUR	FLOURISH	TEAM AROUND THE CHILD AND SCRIPTING CONVERSATIONS

At Oasis Academy Marksbury Road we understand that challenging behaviour is a communication of an 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 supporting behaviour and our staff work to identify the need and provide developmentally appropriate support to remove these barriers to ensure 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. We understand that being 'fair' is not about everyone getting the same but about everyone getting what they need in order to thrive. By taking a non-judgemental, curious and empathic attitude towards behaviour we encourage all Staff Members to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with Social, Emotional, and Mental Health (SEMH) difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
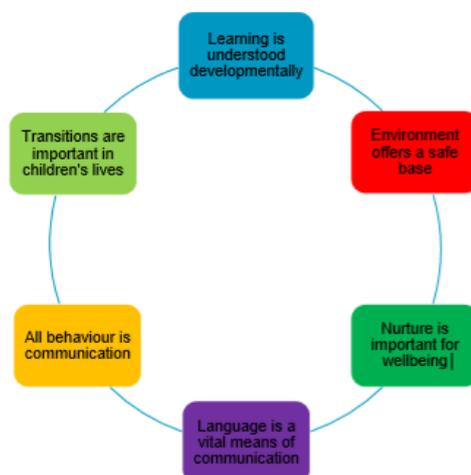
The four principals that underpin our behaviour policy in line with trauma informed practice are Regulate, Relate, Reason and Repair. The community we serve has a high proportion of children who have suffered or are suffering multiple ACEs (Adverse Childhood Experiences). This means our approach needs to be trauma sensitive, trauma aware, trauma informed and trauma responsive. Our approach is based on a need for children to be able to regulate, relate, reason and repair to help them recover.

- **Regulate:** As a school we are committed to reducing stress and worry in children through providing consistent boundaries and expectations. All staff understand the importance of positive interactions and this underpins every communication within the school. Staff understand that all adults can regulate children by being attentive to the signs that they may be becoming dysregulated and providing support. We offer 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. These may include basic needs being met, such as hunger, tiredness, feeling unsafe or uncomfortable, use of co-regulation and key adults, access to calm spaces to reset and reflect, offering clear instructions or boundaries and sensory or movement breaks.
- **Relate:** As a school we will ensure that all children have access to emotionally available adults who are able to build strong supportive, empathetic relationships provided informally and formally. Staff understand that when a child is dysregulated, connection before correction is key. We recognise the strength in building relationships with all members of the school community. Communicating acceptance and empathy ensures safe, flexible and caring environments where positive relationships are seen as being fundamental.
- **Reason:** Once children are in a calmer and more regulated state, we can help them to start thinking about their behaviour and learn that their choices or actions matter for themselves and others around them. Staff can support children in a number of ways including, challenge or choice, providing children with a choice or option that is developmentally and situationally appropriate, so child feels they have agency and control, ensuring take up time, using clear verbal instruction, coaching and explicitly teaching or verbalising the behaviours to children that are appropriate and discussing natural or logical consequences.
- **Repair:** 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. Staff follow up any incidents with restorative conversations to ensure children are supported to make a sense of what happened and repair any ruptures in their relationships with staff and peers. Reset and reflect sessions may support this process. This is important to help them learn from their experiences and to teach them that they can put things right. Natural consequences: Find ways that the child can help repair the incident e.g., if the child has not completed their work, find a time that they can complete it. 'Paying back' e.g. If they have broken something, they can pay this back in time, such as dedicating time to do something positive in school.

The Oasis Educational Charter

Ethos + Learning + People + Purpose + Inclusion + Curriculum

Ethos	Learning	People	Purpose	Inclusion	Curriculum
Rooted in what we believe	Who am I? Who am I becoming?	Exceptional strength and opportunity	In partnership with our communities	Driven through passion	The heart of educational provision

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

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

Oasis Trust Four Key Levers

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

	Lever	Academy Leaders	Academy Staff	
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

Our Vision:
• To create a welcoming, safe and calm environment for children to learn.
• To ensure children form secure trusting relationships with Academy staff, knowing that they always have someone championing them.
• To create an environment where every child is able to use emotional literacy to support discussing their emotions or actions.
• To enable children to function well at home, in the Academy and in the wider community.
• To create a skill set that enables children to make the very best of the opportunities afforded them, both of their own design and those presented to them.
• To ensure that staff well-being is promoted and protected in order to enable them to be emotionally available.
• Supporting and building the relational health between all parties - children, parents, staff, external agencies.

At Oasis Academy Marksbury Road, as part of Oasis Community Learning, 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 and competence to become the best version of ourselves through the active promotion and practice of the 9 Habits as well as using the Positive Classroom Pathways Approach that aims to explicitly teach and promote appropriate behaviours.

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.

Our behaviour policy aims to help achieve our vision by creating a positive, secure and predictable environment where certain behaviours are seen as 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 these behaviours. The 9 Habits are embedded within our curriculum and our classrooms. Our Personal Development Curriculum explore the habits on a deeper, personal level. We as adults embody the Oasis 9 Habits and use these to develop our skills when dealing with pupils and recap our knowledge and understanding of them through staff-briefing and CPD sessions. Classes use the habits when establishing and promoting their Positive Classroom Pathways, as signposts and reminders of how to reach the collective goal, whatever that may be. These behaviours are strongly promoted through whole academy language, both in and outside the classroom, through positive verbal praise and reminders and encouragement. 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.

Lever 2: Personal Development Curriculum

The Character Curriculum consists of everything outside of the Academic Curriculum, and covers the 'taught' Character Curriculum, careers education (information and guidance), PSHCE (physical, social, health and cultural education), Enrichment activities (such as trips and visits, non-curricular courses or workshops) and Extra-curricular programmes (before and after school clubs, roles and responsibilities held within the school community).

This includes the culture created by staff behaviours and the systems and routines of the Academy. Although less tangible, this is seen in the way assemblies are conducted, in registration, play and lunch time, in corridor conversations, classroom and corridor organisation and in signs and symbols around school. Marksbury Road sets high expectations for Character of staff and children and believe that 'The standard you walk past is the standard you accept'.

Pupil Representation

As part of the holistic offer, every child at Oasis Academy Marksbury Road will have the opportunity to 'be a student leader or mentor'. To ensure children have opportunities to do this in different areas of the curriculum over time we have designed a pupil representation model which encompasses opportunities for Key Stage 2 Pupils. In having a model which is consistent across setting this means we can build this fully into the curriculum themes and means children have the opportunity to represent themselves and their academies regionally and nationally, further developing their sense of community and building cultural capital.
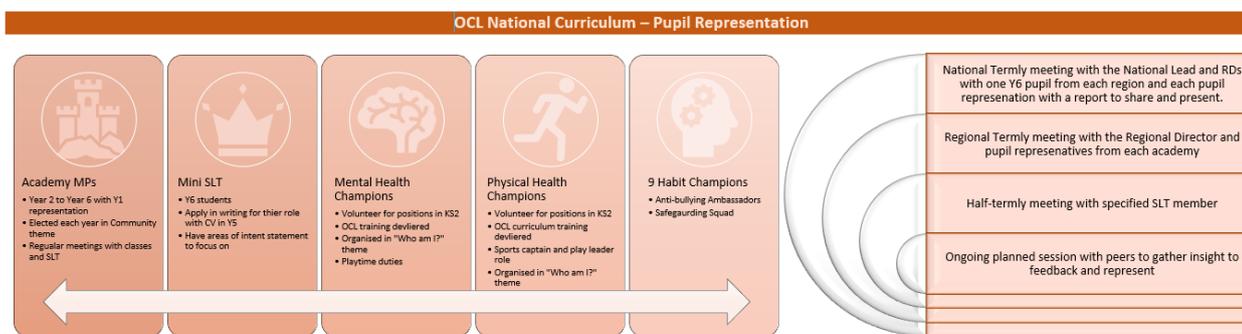
Pupil representation type	Job Description	How they join	Academy staff link	Regularity of meeting	Communications
Academy MPs	To be the voice of their year group. Relaying pupil voice from their year group to the academy SLT and vice versa. Linking with other Academy MPs in the region and across the Trust to share best practice. Pupils must be strong role models and able to represent their peers.	Pupils will write a personal statement as to why they would be a good choice for this role. Pupils to read this with to year group. The year group then votes for who they want to represent them.	SLT with one link member in the academy. PHSE Lead.	Twice a half term with academy link. Termly with SLT. Termly meeting with RD and National Lead.	Meetings, Teams.
Mini SLT - Y6 pupils	To enact the role of the SLT in the academy. Each member to have an area to focus on linked to the LOP and Curriculum Statement of Intent. Pupils must be a strong role model to others in the school. Pupils must be approachable.	Pupils will complete an application form and CV to the SLT. SLT will interview the candidates and select them for the role.	SLT – one member linked to each mini SLT member.	Half termly meetings with SLT.	Meetings, Teams
Mental Health Champions – 2	To support the well-being of other pupils through being vigilant of their peers in the classroom and	The Academy Mental Health Champion will speak in the KS2	Academy Mental Health Champion.	Weekly meetings with Academy	Weekly face to face meetings.

representatives from each KS2 year group.	playground. Being approachable and empathetic to others, being a positive role model.	assembly about the role. Pupils will volunteer from KS2. Mental Health Champion to select the most suitable candidates after speaking to the volunteers. Volunteers will be trained by Academy Mental Health Champion.		Mental Health Champion.	Half termly Teams meeting with ambassadors from other academies to share best practice.
Physical Health Champions	To support the physical health of other pupils in the academy. To be ambassadors at playtimes and in the canteen. Encouraging healthy eating and organising playtime and lunchtime activities to encourage physical activity. Liaising with the Academy PE Lead, supporting with organising Sports Day and inter-academy competitions.	The PE Lead to speak about the role in KS2 assembly. Pupils will volunteer for the role. Volunteers will have a meeting with PE Lead and link SLT member. Volunteers will be selected and trained by PE Lead.	PE Lead and link SLT member.	Fortnightly meetings with PE Lead.	Fortnightly face to face meetings. Half termly Teams meetings with ambassadors from other academies to share best practice and organise inter-academy competitions.
9 Habits Champions	Pupils to enact and champion the 9 Habits in all they do within the academy. Pupils to encourage and support other pupils to the same. Pupils to link with the DSL to ensure all pupils feel safe within the academy. To be a pupil voice for their peers and feedback to the DSL.	DSL/PD role to explain the role in assembly. Pupils to apply via a personal statement giving examples of how they enact the 9 Habits. Pupils to be selected by the DSL and PD Lead Pupils to receive training by the DSL and PD Lead for the role.	DSL and PD Lead.	Half termly meetings with DSL and PD Lead.	Half termly face to face meetings. Termly Teams meetings with ambassadors from other schools. Annual meeting with Jill Rowe.

Lever 3: Behaviour Systems, Structures and Routines

Positive Classroom Pathways

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children and young people feel safe, their educational environment needs to be high in both nurture and structure. Children and young people need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring education setting. Rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children and young people from their peers, education setting community and family, leading to potentially more negative behaviour.

At Marksbury Road all classes from Early Years to Year 6 use Positive Classroom Pathways. Classes decide on a 'destination' linked to a social or behavioural skill and have smaller goals and signposts along the way to help support success. This is a focus on collaboration over competition and the most important aspect is that children understand that learning is a journey and this includes behaviour and classroom culture.

A destination is set based on pupils needs, for example Teamwork. Each step or skill along the way is explicitly taught and practiced, with lots of opportunities to explore and understand them to succeed. Teachers will discuss what each step means and looks like within the classroom and wider school, so that the children have a chance to practice and 'live' what these behaviours look like. Goals could be revisited if needed throughout the year as classes develop and change. Obstacles will also be discussed for times when the children may become off track and solutions and ideas will be taught for children to refer too. Regular class reflections discuss whether these steps have been met and whether as a class you move forward to the next step towards the destination. Once a goal is reached, classes can celebrate in different ways and work together to set a new destination.

In order to ensure that the 9 Habits are further embedded in classroom culture, classes each have individual Lego Charts which praise demonstrations of Habit behaviours. Children can add a Lego brick to their name if a particular behaviour has been recognised. Once a child reaches 10 blocks a bronze sticker can be added to their own personal chart and they start to collect Lego bricks once again. Once a child achieves 10 bronze stickers (100 Lego Blocks), they receive a bronze badge and continue to silver and then gold. We hope to ensure that all at children Marksbury Road develop the soft skills that are needed to ensure they are well rounded individuals with good morals and an inclusive nature. The Lego Habit Chart praises those who consistently show these character developments.

Name: _____   Class: _____

My Lego Habit Chart

Bronze									
Silver									
Gold									

Effective routines for classroom organisation

- Transition between and within lessons by clarifying expectations and having set routines (e.g. 1/2/3, chants, songs, coral response techniques)
- Materials labelled and students able to access them independently
- Ease of movement and furniture arranged to best effect
- Whiteboard easily seen
- Displays of a high quality, that celebrate the work and achievement of the students
- Classroom clean, tidy and welcoming

Expectations of behaviour during learning

- Use praise appropriately and reinforce the Positive Classroom Pathway
- Use imperative language (e.g. thank you for sitting down)
- Challenge unsatisfactory behaviour by using non-verbal cues or speaking to the child at their level
- Keeping a peripheral vision of the whole class
- Provide students with clear choices about their behaviour
- Deal with student behaviour consistently/fairly
- Consciously use body language
- Time activities for pupils to encourage timekeeping and focus
- Give regular description positive feedback on pupil behaviour
- Use a calm and modulated voice
- Clarity about how different strategies for learning are managed
- Use of non-verbal signs to stop
- Tactical ignoring

Supporting Behaviour

Behaviours below expectation are clearly and predictably approached using the attached Escalation and Inclusion Route. Children may need some time to self-regulate, consider actions or choices and this is completed through a 'Reset'. Children can be sent to their Phase Leader for five minutes, giving them time to reset, consider changing their behaviours and have a discussion with a senior member of staff about what they could do differently when welcomed back into the classroom. For children who display particularly harmful behaviours (previously known as Red Behaviours), they will be sent to the Leadership Hub at the start of their lunch time for 15-30 minutes where a member of the Senior Leadership Team will discuss the event and behaviours in a reflective journal with the child, discussing a logical consequence where appropriate. This session is called a reflect and reset session. The time spent with a Senior Leader will be shortened for younger children and dependent on circumstance. The class teacher will phone a parent or carer when a behaviour has been logged in this way in order to inform but also support if needed.

Occasionally, some children may need a greater level of support, and if three events are logged involving a specific child, a meeting will be held to discuss the implementation of personalised targets, rewards and strategies outlined though 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.

These behaviours are as follows:

- Hurting/Physical with intent
- Protected characteristics (such as events linking to race, sexuality, gender)
- Continued disrespectful conduct (walking away, tutting, shouting back, refusing, persistent poor behaviours, misuse of iPad)
- Purposeful damaging of property
- Continued refusal of adult instruction
- Swearing
- Truancy or attempting to leave site
- Bullying type behaviours
- Persistent unkind words and/or conduct towards others

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

We are keen to ensure that children's positive behaviours are recognised and celebrated at school and at home. Therefore children will be celebrated with a post card home from the Principal if no such behaviours have been logged termly.
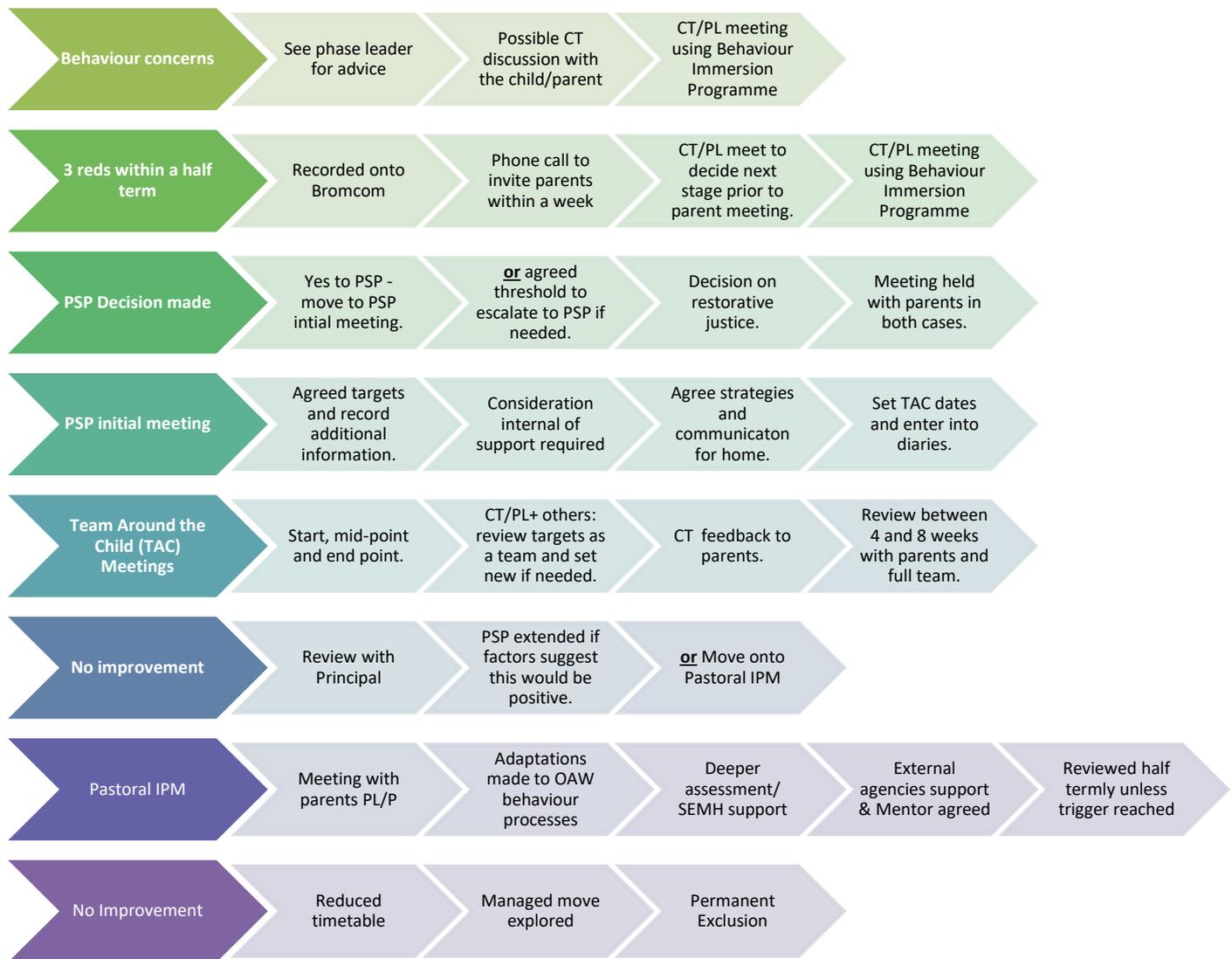
When Behaviour is deemed unacceptable:

1. The child will be given a clear verbal warning, strategies will be used to identify cause of behaviour if appropriate.
2. If the behaviour continues, children will be asked to refer to their Positive Classroom Pathway and suggestions will be made to help them get back on track.
3. If the behaviour continues, the child will be given a clear verbal warning for unacceptable behaviour and choices to get back on track.
4. If the behaviour continues, a child may be asked to have time in a calm space, have a brain break or spend time to reset in a partner or phase leader class.
5. If this is the case, 5 /10 minutes of the next playtime is missed for a restorative conversation to be had regarding the behavioural event.
6. If a child demonstrates a red behaviour, a logical or natural consequence will be discussed and a red behaviour will be recorded on Bromcom. The child will attend a reflect and reset session in the Leadership Hub during the following lunch time from the incident to discuss the event, emotions felt, how others felt and   possible triggers and support or tools should this happen again. A phone call home will be made by the class teacher to discuss with the parent or carer the same day.
7. If 3 red behaviours are logged within a short time frame a meeting will be had with the child and the Behaviour Lead to discuss any support needed and the potential for a Personalised Positive Pathway. The Behaviour Lead will also call the parent or carer to discuss.
8. If a further 3 red behaviours are logged, a meeting will be arranged for the child, parent or carer, teacher, Behaviour Lead and a Senior Leader to discuss pathways moving forward including individualised plans and pathways.

De-escalation and diffusion strategies

De-escalation techniques are used to support children in managing their emotions, recognising issues and supporting with strategies to return to a calm and more manageable state of mind. All staff have received training in de-escalation techniques and know the importance of maintaining relationships within the classroom, ensuring children feel safe and ready to learn and are supported in finding the tools to overcome any emotions they may be feeling at a given time that could cause them to escalate further. These include:

- using non-verbal cues
- allowing adequate personal space
- using active listening
- check ins
- using the Zones of Regulation to support emotional literacy
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour
- mindfulness activities to support regulation
- offering roles or responsibilities to shift thinking and diffuse
- suggesting a snack or drink if applicable
- brain breaks or movement breaks

The Behaviour Escalation Process

Behaviour concerns	See phase leader for advice	Possible CT discussion with the child/parent	CT/PL meeting using Behaviour Immersion Programme	
3 reds within a half term	Recorded onto Bromcom	Phone call to invite parents within a week	CT/PL meet to decide next stage prior to parent meeting.	CT/PL meeting using Behaviour Immersion Programme
PSP Decision made	Yes to PSP - move to PSP intial meeting.	**or** agreed threshold to escalate to PSP if needed.	Decision on restorative justice.	Meeting held with parents in both cases.
PSP initial meeting	Agreed targets and record additional information.	Consideration internal of support required	Agree strategies and communicaton for home.	Set TAC dates and enter into diaries.
Team Around the Child (TAC) Meetings	Start, mid-point and end point.	CT/PL+ others: review targets as a team and set new if needed.	CT feedback to parents.	Review between 4 and 8 weeks with parents and full team.
No improvement	Review with Principal	PSP extended if factors suggest this would be positive.	**or** Move onto Pastoral IPM	
Pastoral IPM	Meeting with parents PL/P	Adaptations made to OAW behaviour processes	Deeper assessment/ SEMH support	External agencies support & Mentor agreed / Reviewed half termly unless trigger reached
No Improvement	Reduced timetable	Managed move explored	Permanent Exclusion	

Restorative Justice

Restorative justice enables a wider view of academy discipline. For restorative justice we think beyond pupils what has happened to the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practice of restorative justice is to way to help pupils understand and discuss those harms. Through meetings pupils learn how to repair them. The aim is to lead to transformational changes in pupils' lives as well as their schools and communities. Restorative Justice emphasises restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures.

Scripting responses

Scripting is an important aspect of relational development and will support conversations with individual pupils. Scripting can diffuse and redirect dysregulation. Scripting is a coaching tool that enables us to consider the way in which we want to say something to a child. Conversations regarding behaviour can be managed in a formal more structured manner or they may be shorter more on the run conversations. Scripting a conversation helps to ensure that a child can move forward with a particular goal or issue. Scripting a conversation (especially after an incident once a child is regulated) allows us to choose

particular words and example to relay our message more effectively.The process of scripting (even if just making rough notes) allows us time to regulate and really consider if we are in a calm enough state to deal with the issue. It also allows us to ask questions regarding a child's behaviour to spot trends or consider triggers and gives children the opportunity to discuss their feelings, emotions, and reasons – all valid to themselves even if unacceptable.

Behaviour Pathway Plans (BPPs)

BSPs are used for when repeated negative behaviours occur for a pupil and the consequences of the Academy are not enough alone to shape and modify behaviour. They can last between 4 and 8 weeks and are written in collaboration with pupils, parents and staff. BPPs are structured in the following format:

Structure	Content
Overview	Pupil details, know triggers, staff involved, SEND needs
Rewards and Sanctions	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger).
Targets	Based on the above modification and set with clear measurable criteria.
Support	Additional internal support agreed (e.g. Play Therapy, Thrive groupings)
Trigger Agreed	Actions agreed if behaviour escalates in the PSP period
Meeting Minutes	Sections to structure meetings between stakeholders and pupils in the PSP period

BSPs and/or EHCPs - (links to SEN)

Some children have additional needs, which means that supporting them with their behaviour needs a longer-term approach with a modified system within the academy. A BSP may be created alongside the support and advice of the Academy SENCo.

Structure	Content
Overview	Pupil details, know triggers, staff involved, SEND needs
Historical Data	An overview of the pupils previous behaviour journey to help set the context and guide the meeting. This will include a breakdown of the behaviour record from Bromcom and any other relevant anecdotal evidence from all parties.
Detailed personal behaviour overview	Using the stages of behaviour (Anxious, defensive, crisis, recovery, depression, debrief) the personal behaviours exhibited are outlined. Helpful and unhelpful strategies are then added next to each one to focus in on how best to support the pupil.

Pupil, parent and academy voice	This is an additional platform to allow all parties to add anything in here that they feel has not already been covered in the sections above.
Rewards and Sanctions	Consideration of adaptations considered here for reward, sanction and break times (as this is often a trigger).
Support	Now we are at IPM stage additional external support will be sought. This may include Educational Psychologist support, PRU outreach team, Family Support worker etc. Other internal support may also be included here: Thrive, Play Therapy, Restorative Justice.
Mentor	A member of the leadership team will be names as a mentor for the student, This includes a Monday morning check in and a 15-30minute pastoral review session each week.
Targets	Based on the above modification and set with clear measurable criteria.
Trigger Agreed	Actions agreed if behaviour escalates
Meeting Minutes	Sections to structure meetings between stakeholders and pupils at each half term.

Roles and responsibilities

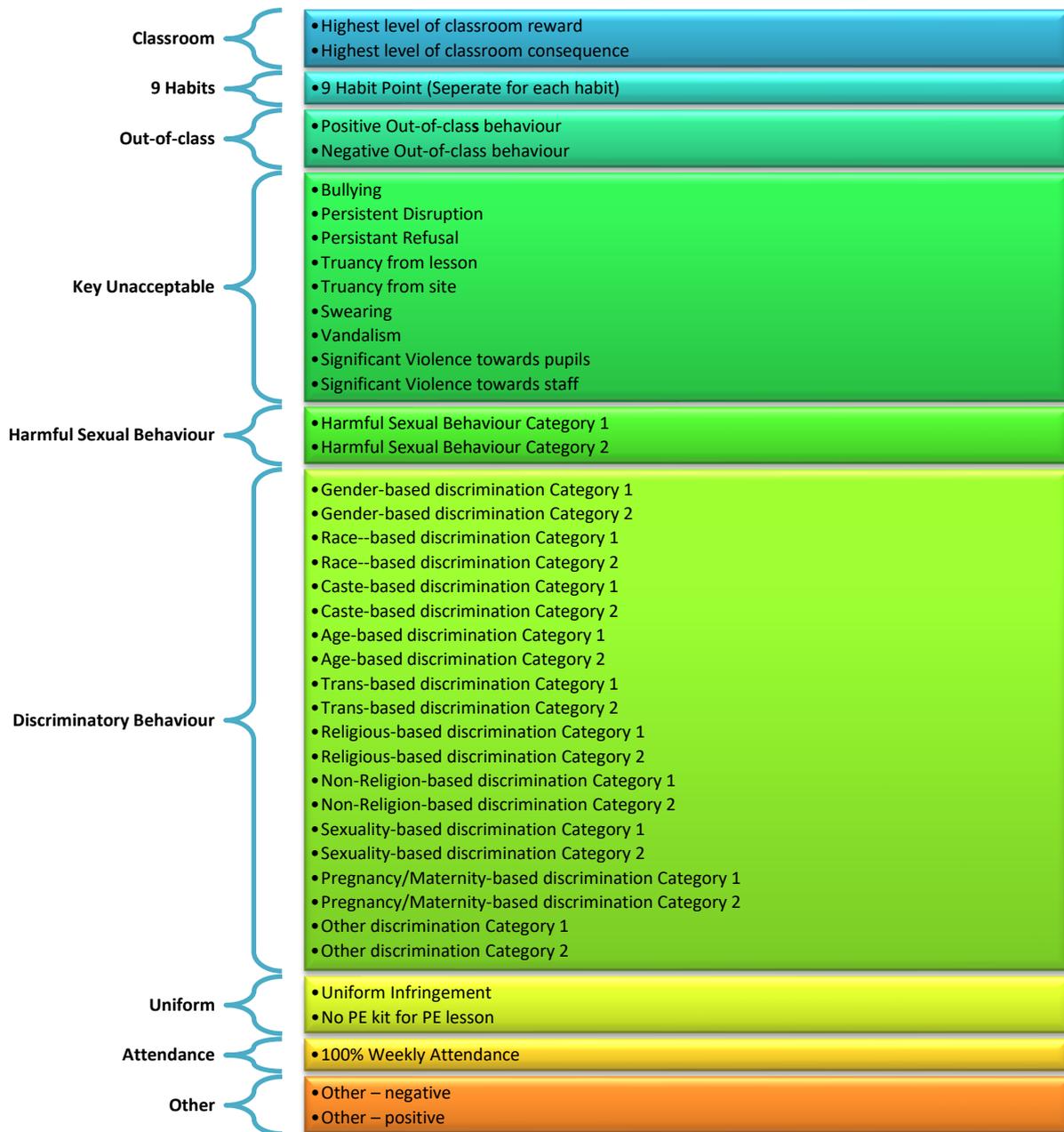|	
The National Directors	The Monitoring and Standards Team evaluate the impact of the academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director
The Regional Director	The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation
The Principal	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	The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the academy and monitoring the behaviour of individuals on PSPs. The behaviour lead will work with the Prefect team to development peer coaching on behaviour. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
The Phase Leaders	The phase leaders will work alongside the behaviour lead supporting staff to implement this policy. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.
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 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 pupil code of conduct • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly
Students	Pupils 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

Bromcom: using the expertise of technology to be behaviour experts

Marksbury Road uses Bromcom to record red and discriminatory behaviours.

Discriminatory Events

All incidents that occur which are linked to the protected characteristics are to be recorded on Bromcom. They will be categorised as either CAT 1,2 or 3.

Classrooms	• Highest level of classroom reward • Highest level of classroom consequence
9 Habits	• 9 Habit Point (Seperate for each habit)
Out-of-class	• Positive Out-of-class behaviour • Negative Out-of-class behaviour
Key Unacceptable	• Bullying • Persistent Disruption • Persistant Refusal • Truancy from lesson • Truancy from site • Swearing • Vandalism • Significant Violence towards pupils • Significant Violence towards staff
Harmful Sexual Behaviour	• Harmful Sexual Behaviour Category 1 • Harmful Sexual Behaviour Category 2
Discriminatory Behaviour	• Gender-based discrimination Category 1 • Gender-based discrimination Category 2 • Race--based discrimination Category 1 • Race--based discrimination Category 2 • Caste-based discrimination Category 1 • Caste-based discrimination Category 2 • Age-based discrimination Category 1 • Age-based discrimination Category 2 • Trans-based discrimination Category 1 • Trans-based discrimination Category 2 • Religious-based discrimination Category 1 • Religious-based discrimination Category 2 • Non-Religion-based discrimination Category 1 • Non-Religion-based discrimination Category 2 • Sexuality-based discrimination Category 1 • Sexuality-based discrimination Category 2 • Pregnancy/Maternity-based discrimination Category 1 • Pregnancy/Maternity-based discrimination Category 2 • Other discrimination Category 1 • Other discrimination Category 2
Uniform	• Uniform Infringement • No PE kit for PE lesson
Attendance	• 100% Weekly Attendance
Other	• Other – negative • Other – positive

Discriminatory Incidents:

The categories below are designed to be used to interpret discrimination based on the protective characteristics of:

Gender	**Sexual Identity**
Race	**Transgender/Gender Diversity**
Ethnicity	**Religious Affiliation (or not)**

Category 1:   Issues will be logged on Bromcom and dealt with through in-house interventions.
              Including but not limited to:
- Verbal abuse like name-calling and offensive jokes*
- Abusive phone or text messages, hate mail*
- Online abuse*
- Harassment
- Bullying or intimidation
- Threats of violence
- Displaying or circulating discriminatory literature or posters
- Graffiti containing hate messages
- Damage to property
- Harmful sexual behaviour

Category 2:   Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS
              and dealt with by the Academy with the support of multi-agency partners
              <u>Two or more (</u>*with professional judgment this may be more than 2 incidents) Cat 1
              incidents, or <u>single incidents</u> of Cat 2 issues.
              Including but not limited to:
- Assaults - such as hitting, punching, pushing, spitting
- Destroying property e.g. ripping clothes, destroying books
- Harassment
- Sexual Harassment
- Enduring, reoccurring online abuse for example on social media and email
- Theft
- Inciting group harassment

Category 3:   Issues are logged on CPOMS and referred for specialist intervention supported by the
              Academy
              Including but not limited to:
- Sexual Assault
- Grievous bodily harm
- Incidents that occur only in the community

Anti-Bullying Guidance (Child on Child Abuse)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group. Bullying is, deliberately hurtful, repeated, often over a period of time and difficult to defend against. 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.

Bullying can include:

- Emotional Bullying: being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling someone, silent, hoax or abusive calls
- Physical Bullying: hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial Bullying: racial taunts, graffiti, gestures
- Sexual Bullying: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching or homophobia
- Direct or Indirect Verbal Bullying: 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

Lever 4: Behaviour Training and Staff 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: - Monitoring Standards Team - Directory of Best Practice - 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 '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: - ACES - Relational Approaches to Behaviour - Mental Health First Aid for pastoral leaders - Managing an investigation of an incident - Restorative justice/mediation - Physical restraint training - Attendance systems/structures - Reintegration following fixed term exclusions - Effectively issuing a report/tracker - Impactful parent meetings - Multi-agency meetings - Managing grief - Managing self-harm - Preventing and dealing with bullying - Parental classes - Sexual orientation, gender identity LGBTQ empowerment
De-escalation & Diffusion	Engaging with positive handling training and Thrive training as necessary. Scripting Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.
Restorative practice	Staff and children involved are trained by the behaviour lead on supervising, structuring and recording a restorative justice session using the materials outlined in this policy in Lever 3 section above.

Horizons

Every student will be provided with an iPad as part of the Horizons project. 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. Failure to do so may result in the device being confiscated or, in some cases, further consequences being imposed.

In order to get a device, a student must sign a Home Use agreement. If they are unwilling to sign, the device will not be issued to them. In order for the device to be allowed home, the agreement must also be

signed by the parent/carer. The device remains in the care of the authorised user until they are required to return it. The return of the device can be requested at any time.

Students are allowed to configure and customise the device as if it were their own, on the understanding that the exterior surfaces of the device and case are maintained in the same condition as when issued to them. Students must bring their device, charger and headphones in to the Academy every day ensuring that it is fully charged. Failure to do so affects students' learning opportunities and is disruptive for teachers supervising classes. There are no spare devices so they will need to work on paper for the day. Parents/carers may also be called and asked to bring the device to the Academy.The device will connect automatically to the Academy's Wi-Fi. Students are free to use their own Wi-Fi when at home. They are free to use the device at home as if it were their own, subject to the rules around appropriate usage. They can therefore use the device to follow personal interests outside of the Academy.

Online Safety

Restrictions to certain internet sites will be restricted in line with the behaviour and E-Safety polices of Oasis Community Learning. IT Services will deploy security and web filtering software to the devices to ensure that Internet access is conducted in a safe manner and users are protected from accessing inappropriate content. Filtering is in place whenever the device is used, whether it is in the Academy or in the user's home. The Academy is alerted at any time inappropriate or dangerous activity is detected. Students must be aware of this understand that consequences may be imposed if warranted. However, the Academy still requires parents and carers to supervise the safe usage of their child's device. We cannot be held responsible for any activity users partake in on the device whilst at home. We suggest that parents ask their child to keep the device downstairs at bedtime – an ideal opportunity too for the device to be charged overnight. All staff, students and parents/carers will be encouraged to download the Safer Schools App – a resource providing up to date advice and support on safe digital use. PSHE sessions and assemblies will also cover on-line safety at regular times

Keeping the Device Safe

The device will be given to students in a rugged case. The device must be kept in this case at all times. Students should transport the device safely using a school bag for additional protection. Devices should never be left unattended – in the Academy or elsewhere. The Academy will provide a safe place for devices to be stored at times when they might not be needed e.g. a PE lesson. The device remains the responsibility of the student at break and lunch. Extra care must be taken at these times to ensure that it is not damaged. The device is protected by a four or six digit pin number. The pin should only be known by the user and never shared with others. This pin can be remotely re-set by Oasis IT Services if forgotten by the user. When not using the device, students should ensure the case is closed to activate the passcode. Users may also choose to make use of the biometric fingerprint reader used to unlock the device. This is optional and the digital representation of the fingerprint is not available to Oasis or IT Services. It is stored only on the device and will be deleted when the device is returned after use.

Damage, Loss, and Theft

The devices are insured against theft or accidental damage. However, parents/carers may be invoiced for the loss or intentional damage to any device. Any damage to or loss of equipment (including the case and charger) must be reported to the Academy immediately. A spare will be issued if any device is faulty, accidentally damaged, or stolen. Any lost devices will be placed in 'Lost & Stolen' mode which prevents it being used. It also allows the location of the device to be tracked – this information may be passed on to the police. If a device is stolen outside of the Academy, parents/carers are required to obtain a valid crime number for the police in order to avoid being charged for a replacement.

Misuse
The device is a tool for learning. Therefore, access to it will never be used by the Academy as a consequence for poor behaviour unless the incident directly relates to the misuse of the device itself, another student's device or if the incident was perpetrated through the use of the device. Any student using the device inappropriately or failing to look after it adequately may have it taken away from them or only be able to use it whilst under staff supervision. The Academy reserves the right to prevent devices being taken home each evening if there are concerns that it is being misused whilst at home. In certain circumstances the Academy will also surrender a device to the police in order to assist in the detection or prevention or crime. Should an

authorised user fail to return a device when requested e.g. when leaving the Academy, Oasis will follow up and may take legal proceedings to recover the costs of a replacement. Users are not permitted to take the device outside of the UK without written permission from the Principal. The device must be used in the classroom as directed by the teacher – students must listen to instructions and do exactly as requested, including placing the device down and closed when required. Students must not use the device when the teacher gives the instruction, "devices down".

Legal and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- The special educational needs and disability (SEND) code of practice.

- 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 – 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.

Consequences for Poor Behaviour and 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

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

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

Incidents of physical intervention must:

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

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

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

Recording of Physical Intervention

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

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

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

Absconding – Leaving without Permission

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

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

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

- Informing the Leadership Team immediately
- Not putting other students at risk
- Locating the student

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

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.

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.

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