



Oasis Academy Shirley Park Behaviour for Learning Policy

September 2023

Introduction

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

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives

The Oasis Education Charter

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

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

The Oasis Behaviour Policy is underpinned by 4 key levers:

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

Lever 1: Academy Vision and Values

The Academy introduced a new vision statement in January 2017 following a period of consultation with all stakeholders. This vision must be at the centre of every strategic decision we make.

The Academy vision is more than just words – it is what we are about, why we work here and what makes us special.

We expect all our staff to support our vision in every way they can in order to help our students achieve excellence and leave the Academy equipped to be successful and happy in life.

At Oasis Academy Shirley Park, we

love learning



care for our community



build bright futures



Our mission statement is simple – we are striving to be excellent in everything we do.

Values

Oasis Academy Shirley Park believes that there are 5 values that we can all develop in order to be successful in school, work and life. We are all on a journey and should never stop evaluating where we are and working on improving ourselves.

Staff and students discuss and work on developing these 5 Values regularly in PSHE, Assemblies and daily Academy life. Staff working here are driven by our **five key values**, each of which contribute to students' success:

- **Excellence** – commitment to excellence in every area of Academy life.
- **Honesty** - we are trustworthy and have integrity
- **Kindness** - we help one another
- **Perseverance** - we try our best and never give up
- **Self-Control** – we think before we act so that we can make the right choices

Lever 2: Personal Development Curriculum

Character Education at Oasis Academy Shirley Park

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

1. The 'taught' character curriculum:
 - CEIAG (careers education, information, advice, and guidance)
 - PSHE (physical, social, and health education)
 - Enrichment activities (e.g. trips and visits, noncurricular courses or workshops)
 - Extra-curricular programme (e.g. 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 mentor 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'.

Lever 3: Academy Behaviour Systems, Structures and Routines

The Academy introduced a revised behaviour system in September 2019 aimed at ensuring all students have the best access to outstanding learning and personal development. It has the Academy's 5 core values at its very heart – achieving excellence in all we do through a family/community approach. We are committed to ensuring that all our students leave the Academy with strong academic achievements in addition to being well rounded young people able to live successfully and happily in a demanding world.

Rewards

1. All staff offer positive and specific praise for all children on a consistent basis. This may be in the form of verbal praise, achievement points, post cards and contacting home.
2. Students earn **achievement points** for every aspect of Academy life (attendance, classwork and homework performance, service, enrichment participation and showing evidence of positive character traits). The achievement points are logged against our academy values
3. These achievement points are recorded via Bromcom and tracked weekly in tutor time.
4. Students record their achievement points in their planners weekly for parents/guardians to track and celebrate
5. Students are awarded half termly and termly prizes based on the number of achievement points they receive

When behaviour is unacceptable and disrupting learning:

1. The student will be given a clear verbal warning.
2. If a student continues to behave poorly after a warning, they will be given 2 chances to rectify their behaviour after which they will be removed from the lesson and will work under the supervision of a member of staff in a holding room until they are ready to return to lessons. It is hoped this will be their next lesson but will not happen until they have demonstrated they are ready. Any student removed from a lesson will receive a 20 minute detention to be held the same day. Parents will be notified by text. Removal from a lesson allows the other students to learn without further disruption and gives the student the opportunity to reflect on their behaviour choices.
3. If a student receives 2 negative conduct events in a day, they will receive a 40 minute detention held on the same day. All parents will be notified of this detention by text.
4. If a student receives 3 negative conduct events in a day, they will receive a 60 minute detention held on the same day. All parents will be notified of this detention by text.
5. All students who are issued with a same day detention will have a restorative conversation with the teacher or pastoral leader issuing the detention. Parents will also receive a phone call home for any event that causes disruption to learning.
6. Failure or refusal to attend a same-day detention will result in a day in Reflect (internal isolation) the following day. Failure to meet the expectations of a same-day detention will result in a day in Reflect (internal isolation) the following day
7. Any student receiving 4+ negative conduct events in a day will be removed from lessons for the rest of the day and a Pastoral Leader/ senior member of staff will contact home to discuss next steps.
8. Negative conduct points can also be given without warning for other poor behaviours. These include: breaches of uniform, lateness to school/lessons, use of mobile phones, litter, unruly behaviour in corridors, and lack of homework, chewing gum and eating in prohibited areas.
9. More serious behaviour issues or repeated disruption to others' learning can result in other consequences:
 - Being placed on report to a tutor, Head of Year or Senior Leader
 - 1-3 days in Reflect (internal isolation)
 - Pastoral Support Plans
 - Education in an alternative provision for a period of time (this may include CALM)
 - Fixed term exclusion
 - Permanent exclusion
10. More serious behaviour may include: bullying, truancy, rudeness to staff, swearing, fighting, damage to Academy property, racist/sexist/homophobic language, and poor behaviour off-site whilst wearing Academy uniform. This list is not exhaustive and more serious consequences are subject to the decision of Pastoral managers, Heads of Year, Faculty Heads and Senior Leaders.
11. Students can be placed in Reflect (internal isolation) for serious behaviour events/issues. If a student is placed in isolation they will finish the school day 20 minutes after the normal time
12. Students who fail their time in Reflect (internal isolation) will be placed in reflect the following day to give them an opportunity to be successful
13. Repeated failure of Reflect (internal isolation) may result in an escalated sanction that may include
 - Pastoral Support Plans
 - Education in an alternative provision for a period of time (including CALM)
 - Fixed term exclusion

Restorative Justice

Restorative justice enables a wider view of Academy discipline. For restorative justice we think beyond students breaking our rules but also 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 a way to help students understand and discuss those harms. Through meetings students learn how to repair them. The aim is to lead to transformational changes in students' lives as well as their schools and communities.

Examples of restorative justice may include: a meeting between a student and a teacher they have been rude to or staff supervising a discussion between students who have had a falling out.

Restorative Justice asks the following set of questions:

1. Who was harmed?
2. What are the needs and responsibilities of all affected?
3. How do all affected parties together address needs and repair harm?

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. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

Daily Routines

Students follow a clearly defined set of routines each day – aimed at ensuring they are safe, well prepared and able to focus on their learning free from distractions.

Start of the day

- Students can enter the Academy from 7.45am each morning.
- Students can access the breakfast club which is held in the Academy canteen.
- Students can access outside play areas before the first whistle at 8:25am that indicates movement to the first lesson of the day. These areas are supervised by senior members of staff or pastoral leaders.

Mobile Phones *and smart watches*

- Mobile phones and smart watches are banned from being used on the Academy site.
- We acknowledge that many parents want their children to have phones for the journey to and from school each day. However, we know that phones are a major disruption to learning.
- There are other safeguarding reasons behind the decision to ban them – many bullying issues revolve around social media and the negative aspect of phones.
- We are also well aware that, in many schools, phones can be used to invite negative influences to the gate and thereby risk the safety of students and staff.
- There is also the obvious risk of damage, loss or theft of phones.
- The rule is simple and clear for all to follow.
 - Any phone seen or heard at ***any point*** in the Academy day will incur a same day detention. From the moment students walk through the student reception doors (the rule applies. Please note this also applies to after-school clubs and after 3.10 pm anywhere in the Academy building.
 - Parents needing to contact their child should leave a message with the receptionist.

Please note the Academy will not spend valuable learning time investigating any loss or theft of a phone. Students should ensure that any phone or electronic device they have is stored securely when on site and that they if they do keep their phones on them they do so at their own risk.

Other Prohibited Items

This is not an exhaustive list. Any items that are potentially harmful to any member of the Academy community should not be brought to the Academy. If there are any doubts about an item, students or parents/carers can check with their Family Leader.

Prohibited items include:

- Chewing gum
- Fizzy drinks, including high energy drinks
- Sweets
- Expensive personal items (none of which the Academy will be liable for if lost or stolen)
- Cigarettes, matches, lighters, e-cigarettes, vapes, shisha pens or liquids for these
- Fireworks or 'snaps' containing gunpowder
- Hoodies
- Metal combs
- Any items which are illegal to possess or carry, or inappropriate for the age of the child or the Academy environment

Please note that confiscated items (apart from clothing) will be disposed of and not returned to students. The message is clear – items on this list must be left at home.

Year 7, 8 and 9 line-ups

- **Year 7, 8 and 9** students also line up according to our line up expectations briefly after break and lunch to ensure that all are ready to learn.
- Uniform is checked.
- Their teacher accompanies them to lessons where they are expected to begin work immediately on arrival.

End of the day procedures

- Students for detention are escorted to their detention area
- All students gather are escorted to their exit point by their period 6 teachers.
- Students in detention are released and directed to their exit point once their detention has been completed.

Uniform, make-up, hair and jewellery

- Students are expected to take pride in their appearance and the Academy uniform.
- A uniform ensures that all students can be identified as belonging to the Oasis family and is in many ways a cheaper way of dressing, removing some of the inequalities often seen when students can wear their own clothes.
- All parents receive a uniform list when their child joins the Academy. To recap:
 - Please ensure all uniform is marked with your child's name.
 - Black blazer with Academy badge.
 - White shirt.
 - Tie (Purple tie 7-10 and Black for Year 11).
 - Year 11 prefects wear a silver tie.
 - Black polishable shoes. No trainers, boots or canvas style shoes permitted.
 - Black or white socks.
 - Black trousers or skirt.
 - Hairbands should be black, white or grey
- The only permitted jewellery items are 1 pair of stud earrings and a wrist watch (no smart watches). No rings, bracelets or chains are allowed.
- Hair should be presentable and safe. Hair bands should be black, white or gray. Hair dye and coloured streaks are prohibited in unnatural colours.
- No make-up, false eyelashes, false nails and coloured nail varnish is allowed

Roles and responsibilities

The National Directors

The Monitoring and Standards Team (MST) 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 – Mrs Lee

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 Principals – Mr Booth and Mr Chaudhri

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 – Mrs Miller

The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on Pastoral Support Plans. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Pastoral Leads (Heads of Year)

Pastoral Leaders hold responsibility for the behaviour and attendance of students in their year group. They and the pastoral manager are the first port of call for parents. They work alongside the Behaviour Lead and a SLT link to focus on the behaviour and personal development of the students in the Academy.

Teaching Staff and mentors

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 students
- Recording and reporting behaviour incidents.

Parents / Carers

Parents and Carers 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/Carers will be notified when an aspect of the Academy's behaviour protocol changes and they will have the opportunity to feed back.

Parents/Carers are expected to:

- Support their child in adhering to the student code of conduct
- Attend Parents' evenings and information evenings
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the mentor or Family Leader promptly

Students

Students should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

Lever 4: Behaviour Training and Professional Development

Leaders

- Leaders are trained on using Academy 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.

Staff

To ensure we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development

Consistent and fair application of all Academy behaviour systems.

Engage with expert/specialist training where necessary on the following areas:

- 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/pay-slip
- Impactful parent meetings
- Multi-agency meetings
- Managing grief

- Managing self-harm
- Preventing and dealing with bullying
- Sexual orientation, gender identity LGBTQ empowerment

Discipline in our Academies – teachers’ powers

- 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 Principal says otherwise) with responsibility for students, such as Learning Support Assistants (LSAs).
- 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.
- 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:
 - 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.
 - 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.
 - 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.
- 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 restraint (intervention)

See DfE guidance: Use of reasonable force in schools

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

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

Incidents of physical intervention must:

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

Absconding – leaving without permission

We 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 parents
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

If a student absconds the following will happen:

- Informing the Head of Year and member of the Leadership Team immediately
- Informing the parent/carer
- Not putting other students at risk
- Attempting to locate the student, as far as is possible
- Strategies for diffusing and de-escalation and attempting to return the student to the Academy
- Informing the police – if the student cannot be found and following discussions with parent
- Follow up meeting with the student and their parents
- Consequence issued

Malicious allegations

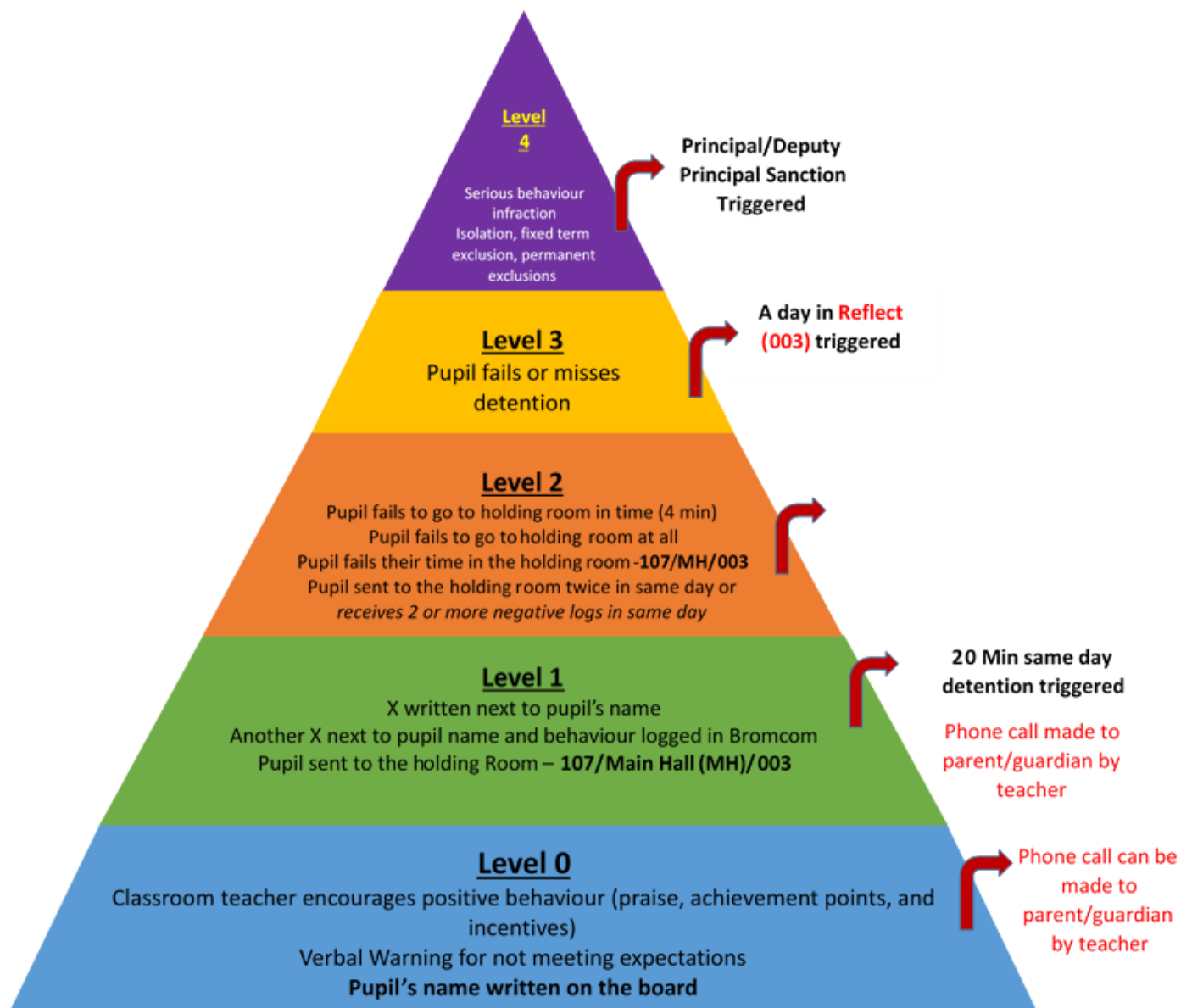
Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct will always be considered by leaders.

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. See OCL Exclusions policy on website for further information.

Appendix 1

Behaviour Pyramid



Appendix 2

Rewards Pyramid

