



Behaviour for Learning Policy

Reviewed: February 2023

Introduction

Oasis Academy Ryelands, 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 PSHCE curriculum)
3. Academy Behaviour Systems, Structures and Routines (reward, consequences, 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	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 (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	

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.

Vision

- **Able to integrate socially, make and sustain relationships.**
- **Understand we are all part of a global community**
- **To be equipped with knowledge and skills to access high quality further education.**
- **Able to contribute to societal well-being**
- **Enthusied about learning, confident and keen.**

Mission Statement

Exceptional Education at the Heart of the Community

Values

At Oasis Academy, Ryelands, we believe that everyone has the right to be treated equally and with respect.

Every member of the school community has the right to work and learn in a calm, supportive and safe

environment. We value achievements of every kind - academic and non-academic.

At Oasis, our nine habits are central to promoting positive behaviour. The nine habits encourage pupils to

be **compassionate**, **patient**, **humble**, **joyful**, **honest**, **hopeful**, **considerate**, **forgiving** and **self-controlled**.

These habits encourage pupils to become the very best version of themselves.

This policy provides a framework for the creation of a happy, secure and orderly environment in which

pupils can learn and develop as caring and responsible people. It is written for the benefit of all members of

the school community, to allow each one to understand the policy of the school and to apply it fairly and

consistently.

Oasis 9 Habits

Oasis believes that there are 9 'habits' or traits 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 these 9 Habits in PSHE, Assemblies and daily Academy life:

- **Forgiving – (Inclusion)** to be forgiving and committed to healthy relationships
- **Honesty – (Inclusion)** to be honest and have integrity
- **Compassionate – (Community)** to be compassionate and kind whilst acting justly
- **Considerate – (Community)** to choose to love others like you love yourself
- **Hopeful – (Aspiration)** to be hopeful in seeking transformation
- **Humble – (Aspiration)** to be honouring of others through serving with humility
- **Patient – (Resilience)** to be patient and persevering
- **Self-controlled – (Resilience)** to be self-controlled
- **Joyful – (Enjoyment)** to be joyful and positive and to help others be the same

Lever 2: Personal Development Curriculum

Character Education at Oasis Academy Ryelands

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

1. The 'taught' character curriculum:
 - PSHCE (physical, social, health and cultural education)
 - Personal Development lessons which focus on the 9 habits
 - Enrichment activities (e.g. trips and visits or workshops)
 - Extra-curricular programme (e.g. before and after school clubs)
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 Ryelands Way'.

Lever 3: Academy Behaviour Systems, Structures and Routines

The Academy introduced a revised behaviour system in September 2021 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 approach. Excellent behaviour is the bedrock that supports all learning and teaching at Oasis Academy Ryelands.

Aims

To foster positive, caring attitudes towards everyone where achievements at all levels are valued.

To underpin our nine habits.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

To promote self-esteem, self-discipline, high regard for authority and building/re-building (post lockdown) positive relationships based on mutual respect.

To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.

To help children, staff and parents have a sense of direction and a feeling of common purpose.

We should be focusing on the positive rather than negatives!

Class Rules

At the beginning of the academic year, all class teachers will spend time with their children going through behaviours that we expect in our school. They will discuss the kind of behaviours that will bring about rewards and those that could end with sanctions.

It is at this time that clear boundaries are laid down and the teacher has the opportunity, in association with the children, to establish rules that are pertinent to that particular class using the Rights of the Child from Rights Respecting Schools. A class charter is then made and displayed stating the rights of the child and what the children and staff responsibilities are towards these rights.

Rewards

Reward strategies and the national awards have been developed to ensure all pupils are awarded for their impeccable behaviour and have a clear path of reward. Rewards for Habit achievement are recorded on the individuals reward log (in KS2) with the reason they have been given the token and logged by class teacher on Bromcom.

The Habit of the month is celebrated each week in an assembly and a badge is awarded to the pupil who has stood out as showing the habit in action during the week. At the end of each term the child with the highest number of Habit points in each class will have afternoon tea with the **Regional Director**.

- All staff offer positive and specific praise for all children on a consistent basis. This may be in the form of verbal praise, habit points and contacting home.
- Consistent use of the positive marking policy
- Awarding habit rewards during weekly Achievement Assemblies
- Habit points throughout the day
- Members of the Leadership Team awarding stickers for excellent work
- Speaking to parents about excellent behaviour
- Positive text messages of achievement
- Rewards in Phase Achievement Assemblies
- Playing a board game with a member of the Senior Leadership Team

Sanctions

There are a logical sequence of sanctions that all members of staff must implement consistently. It has been proven that deviating from this sequenced approach has a negative impact on the learning environment. The following steps are displayed in every classroom.

Step 1: Verbal reminder of rules

Step 2: Name written on the board and a cross next to it

Step 3: Reminder of rules and second cross added.
Child sent to parallel class in the year for 5 minutes with work. If this is not possible then another class within the phase.
No standing outside the classroom.
Back to class once the 5 minutes are up.
Adult/s involved to log the behaviour event on BROMCOM.
Parents/Carers informed.

Step 4: Reminder of Rules and sent to Phase Leader with work for the rest of the lesson.
Adults to add to or complete a new behaviour log.
Parents/Carers informed and BROMCOM event is updated to include parental correspondence.
Children sent to the Phase Leader 2 times will have their parents / carers called in for a meeting with the Phase Leader.

After break time and lunchtime we start with a clean slate

If the behaviour is more serious and includes threatening behaviour, hurting others or refusing to do as an adult asks, the child will be referred straight to Louise Eaves (Learning Mentor) or the Phase Leader. Or if the behaviour is more serious to Rakhee Shukla (Behaviour Lead) or another member of the Academy Senior Leadership Team.

How we manage behaviour at break and lunchtimes

Children are expected to be kind, honest and play well together. If a child is disrupting or choosing poor playground behaviours, the following sanctions are as follows:

Step 1: Verbal reminder of the playground expectations.

Step 2: Second verbal reminder of the playground rules.

Step 3: Loss of 10 minutes of playtime on the wall to reflect on actions.

Step 4: Loss of whole playtime and this is recorded on BROMCOM and parents are made aware.

If the behaviour is more serious and includes threatening behaviour, hurting others or refusing to do as an adult asks, the child will be referred straight to Louise Eaves (Learning Mentor) or the Phase Leader. Or if the behaviour is more serious to Rakhee Shukla (Behaviour Lead) or another member of the Academy Senior Leadership Team.

Behaviour Incidents on BROMCOM

All incidents involving Steps 3 and 4 must be recorded on BROMCOM. All negative behaviour points triggers an alert to the Phase Leader and Behaviour Lead are who reads them to consider whether any further steps need to be taken. The Behaviour Lead uses the BROMCOM system to produce a Behaviour Report on a termly basis. This report identifies the types of behaviour that are most prevalent, where and by whom. This, in turn, feeds into the Behaviour Action Plan.

Behaviour Support Plans (BSPs)

On a weekly basis the Behaviour Lead meets the SENCO to discuss the negative points for that week and look at the tracking of individual student's points. Any children with SEND needs are discussed with the Inclusion Leader. After this the Learning Mentor has individual conversations with any children that are starting to receive more than 1 negative point in a week.

Every half term the Behaviour Lead, Learning Mentor and Inclusion Leader look at the number of Negative Behaviour Points that have been logged for each child to check whether there is anyone requiring additional support. If concern is raised about a child, parents are called in for a BSP meeting with the Class Teacher, Phase Leader, Inclusion Lead and Behaviour Lead.

Three SMART targets are agreed at the initial BSP meeting in consultation with all present. These are written in child speak and progress towards them is recorded daily. Weekly feedback is provided to parents so that they can support at home.

A BSP review meeting is held after eight weeks to determine progress. At this point one of two courses of action will be decided upon:

1. A **significant** reduction in the number of Negative Behaviour Points logged will usually result in the child coming off of the BSP.
2. A small reduction, or a similar number of Negative Behaviour Points logged, will usually result in revised targets and the child continuing on the BSP for another eight week block.

Behaviour policy – Zones of regulation

The zones of regulation are a research based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best.

This is a whole school approach to help children manage their emotional literacy. It is not a discipline model but helps children to understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses. When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND, SEMH needs.

In order for a child to be ready for learning they need to be able to self regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self regulate. Pupils who struggle to manage their behaviour will have small group or individual sessions using Zones of Regulations materials.

Our task is to help individuals to regulate themselves into the 4 optimal zones:

Blue zone: Emotions in this zone are sad, tired, sick or bored

Green zone: optimal zone Emotions in this zone are happy, calm, feeling okay, focused, ready to learn

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control

Red zone: intense and extreme Emotions in this zone are mad, angry, terrified, elated, out of control

Staff should model which zone they are in, eg. I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are.

With adult support children will learn to use their 'tools' to self regulate. The zones are used not only for key children but for all children, adults and parents as a model to self regulate emotions.

Summary of the textbook

This introduces the zones to ensure the children become familiar with the concept of each of the zones. Create examples of what each zone's behaviours look like. Play games to put emotions with faces. Then move to children identifying their zone. Contains lesson plans.

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary. **De-escalation is the act of knowing and recognising triggers that bring about undesired presentations and applying known/agreed or introducing distracting techniques to give the pupil time to gain self control.**

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Reasonable Force

Physical 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 and reported to parents

Recording of physical intervention

The following should be included in a record of intervention:

- 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 Regional Director (Adam Browne) should undertake a check on Academy physical restraint records regularly. These are available on CPOMS.

Exclusions / Suspensions

An exclusion / suspension is made at the discretion of the Principal. Each serious misdemeanour will be considered and the exclusion / suspension will depend on the severity and frequency.

Restorative Justice

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:

What happened?

What were you thinking?

How were you feeling?

Who has been affected by this?

What do you need now to move on?

What needs to happen now, so that the harm can be repaired?



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 community

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 – Mr Browne

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

Head of School – Kate Reed and The Executive Principal – Mr Lillo

The Head of school and Executive Principal are responsible for reviewing and approving this behaviour policy. The Head of school and Executive 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 Shukla

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

Teaching Staff and mentors

Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of positive behaviours and the how rules keep us safe
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and reporting behaviour incidents.
- Using de-escalation and diffusion strategies

9 habits de-escalation tool

<p>Ok, so something has happened to make you feel [.....]? Can you help me understand what emotion you would prefer to be feeling?</p>	<p>When we are anxious, upset or angry we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?</p>	<p>If I asked you what the impact of what has happened is on you and on those around you, what would you say? What would you prefer it to be?</p>
<p>On a scale of 1 to 10, how in control of your reactions/emotions/ words do you feel you are at the moment? Can you tell me how you feel inside your body? Can you think of something that might help you feel more in control?</p>	<p>Which one of the 9 Habits wouldn't really be helpful to you right now? Tell me why.</p>	<p>Can you talk me through what just happened from beginning to end so that I can understand how you are feeling right now? As you tell me, try and take deep breaths.</p>
<p>Is there one thing you could do right now that could make things better or different?</p>	<p>If you could ask anyone to help you right now, who would you ask and what would you ask?</p>	<p>Imagine the way you feel about what has happened represented by a colour. What colour would it be? What colour would represent how you would prefer to be feeling?</p>

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 will be notified when an aspect of the Academy's behaviour protocol changes and the rationale behind this.

Parents 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 Class Teacher, Learning Mentor, Phase Leader or Behaviour Lead
- Encouraging independence and self-discipline
- Show an interest in all their child does in school
- Support the school in implementing this policy

Students

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

- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's SENCO (Louise Champion) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

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 make effective use of a range of Trust expertise:
 - Monitoring Standards Team
 - Directory of Best Practice
 - National Lead for Behaviour
- 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 that 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
- Positive Handling training
- Attendance systems/structures
- Reintegration following fixed term exclusions
- Effectively issuing a behaviour form
- Impactful parent meetings
- Multi-agency meetings
- Managing grief
- Managing self-harm
- Preventing and dealing with bullying
- Sexual orientation, gender identity LGBTQ empowerment

Discriminatory Incidents

It is not possible to create a definitive list that describes discriminatory incidents completely, it requires a degree of professional judgement and interpretation. However, 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)

In general:

Category 1: Issues will be logged on Bromcom and dealt with through in-house interventions.

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

Category 3: Issues are logged on CPOMS and referred for specialist intervention supported by the Academy

Category 1:

Recorded on BROMCOM

General single incidents of Cat 1 issues.

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:

Recorded on BROMCOM and discussed safeguarding implications with the DSL, recorded on CPOMS as a safeguarding issue.

Two or more (*with professional judgment this may be more than 2 incidents) Cat 1 incidents, or single incidents 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:

Recorded on CPOMS as a safeguarding incident.

Including but not limited to:

- Sexual Assault
- Grievous bodily harm

Incidents that occur only in the community

Sanctions and interventions are put into place depending on the incident. These are decided by Safeguarding Lead (Rakhee Shukla) and the Senior Leadership Team.

Evaluation

The effectiveness of the policy will be measured by:

- A reduction in the number of children being sent to senior members of staff
- A reduction in the number of incidents recorded on BROMCOM
- A reduction in the number of children referred to external agencies
- A reduction in the number of children being excluded