



Oasis Academy Ryelands
Behaviour for Learning Policy
September 2021

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 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

Staff working here are driven by our **five key values**, each of which contribute to students' success:

I – Inclusion. We believe we are one family: we play together and learn together and no one is left out.

C - Community. We care for our community and help others whenever we can.

A - Aspirations. When you work hard and believe you can do anything you then have options.

R - Resilience. We never stop trying even when it gets tough.

E - Enjoyment. Developing a love of lifelong learning in our community.

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)
 - ✓ 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 2020 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 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 raise children's self-esteem

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 staff responsibilities are towards these rights.

Rewards

- All staff offer positive and specific praise for all children on a consistent basis. This may be in the form of verbal praise, dojos and contacting home.
- Consistent use of the positive marking policy
- Awarding Star of the Week during weekly Achievement Assemblies
- The Ryelands Way tokens given by staff during the week and the winning class earn games time on a Friday afternoon
- Members of the Leadership Team awarding stickers for excellent work
- Speaking to parents about excellent behaviour
- Positive text messages of achievement awarded to every child at least once per term
- Two children per half term awarded a place in their Phase Achievement Book

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 complete a blue incident sheet

- 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 blue behaviour incident sheet

-Parents/Carers informed

-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), Rakhee Shukla (Behaviour Lead), Or if the behaviour is more serious then another member of the Academy Leadership Team.

Behaviour Incident Forms

All incidents involving Steps 3 and 4 must be recorded on a blue behaviour incident form. Green behaviour Incident Forms are also completed by members of staff on duty during breaks and lunchtimes for incidents of poor behaviour.

All Behaviour Incident Forms are given to the Learning Mentor or Behaviour Lead who read them to consider whether any further steps need to be taken. The Learning Mentor or Behaviour Lead then saves them as evidence onto Bromcom. 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 Learning Mentor and Behaviour Lead meet to discuss the blue forms for that week and look at the tracking of individual student's blue / green forms. 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 blue / green form in a week.

Every half term the Behaviour Lead, Learning Mentor and Inclusion Leader look at the number of Behaviour Incident Forms 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, Inclusion Leaders and Behaviour Leaders.

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

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 RD (Adam Browne) should undertake a check on Academy physical restraint records regularly. These should be available on CPOMs.

Exclusions

An exclusion is made at the discretion of the Principal. Each serious misdemeanour will be considered and the exclusion 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

The Principal – Mr Lillo

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 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.

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.

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

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 blue / green forms
- A reduction in the number of children referred to external agencies
- A reduction in the number of children being excluded