



Internal Behaviour and Relationships Policy 2022/2023

Incorporating a Trauma Sensitive Approach

Behaviour for Learning Policy and Procedures

This localised policy has been written in accordance with the Oasis Behaviour for learning Policy, which is available on the website.

Our Trust Statement of Intent is a core document outlining our aspirations for both primary and secondary aged children and young people. It captures the essence of what we strive to achieve as part of Oasis, and applies to all of our children and young people, in all phases, in all of our academies. The statement of intent is based on cutting edge educational research into the science of learning (including how memory works) and character development. The statement of intent also aims to develop active citizens who have a strong understanding of the world around them and a desire and drive to positively impact their academy, local, national and global community

The statement of intent outlines how together as staff, children and young people, parents and carers we have implemented a curriculum that will positively impact on pupils.

An Oasis learner will become someone who:

- is comfortable in their own skin and is able to continuously explore who they are becoming
- has the expertise they need to succeed, lead and serve others.
- wants to make the world a better place and feels able to do so.
- Is able to keep themselves and others safe
- can communicate effectively and confidently in order that they feel included in all scenarios.
- is an active part of a network that supports others. • seeks to include others, is other-centred and celebrates difference.
- has an inner sense of purpose, conviction and belief.
- has a values approach to life and a sense of what is right and wrong through the lived experience of the 9 Habits.

The statement on intent underpins our approach to student behaviour.

Our policy is underpinned by 4 key levers:

The Oasis Behaviour Policy is underpinned by 4 key levers:

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

Lever →	Academy Leaders →	Academy Staff	 Harmonious climate for learning where all young people can flourish and thrive.
1 Academy Vision and Values (in line with the Oasis ethos)	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	
2 Personal Development Curriculum (Oasis Ethos, Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3 Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, 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

Great leaders create climates for learning in which students are equipped to succeed in the academy and in life. This is because great leaders set, and communicate well, a clear vision for their Academy which is underpinned by a clear set of values or beliefs.

Lever 2: Personal Development Curriculum (Oasis Ethos, Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)

Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our

curriculum not only develops our young people academically but socially, emotionally, culturally, physically, and spiritually.

We now have a primary and secondary Oasis PSHCE curriculum which underpins our behaviour for learning strategy.

Lever 3: Academy Behaviour Systems, Structures and Routines (reward, sanction, attendance etc.)

Ensure systems, structures and routines are in place to provide environments which manage student behaviour, both during structured (lesson) and unstructured time (break/lunch), promoting and developing positive learning and life habits and ensuring focus from all students.

Academy staff are to ensure student behaviour, both during structured and unstructured time, promotes and develops positive learning and life habits

Lever 4: Behaviour Training and Professional Development for staff and provides specific details relating to Oasis Academy Watermead.

The research and evidence-based approach to CPD that the Trust takes to ensure maximum efficiency and impact in Pedagogy Professional Development is replicated for Behaviour Management in Oasis Academies. All staff are equipped, prepared for and effective in ensuring this pastoral care is exemplary. All staff are

supported to develop increasingly powerful insights into what works in developing character and preparedness for adult life.

The OCL, Behaviour for Learning Policy is available to view on the academy website.

A hard copy is also available upon request.

Introduction

At Oasis Academy Watermead we embrace the 9 habits as an integral part of our ethos.

The 9 habits are an invitation to the way we live our lives, a way that is characterised by being compassionate, humble, patient, honest, joyful, considerate, hopeful, forgiving and self-controlled.

Patient	Forgiving	Self-controlled
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

We believe that a safe environment of mutual respect and cooperation results in the most effective climate for teaching and learning

The fundamental principle underpinning our behaviour policy is unconditional respect.

This combined with rights, responsibilities and routines will produce good behaviour conducive to outstanding learning.

Inclusion features strongly in this policy as it goes to the heart of Oasis Community Learning as an organisation. We will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can exclude pupils from learning and feeling safe.

Aims of the Policy

The aims of this policy are to:

- Emphasise Oasis Community Learning's commitment to encouraging and rewarding good behaviour.
- Explain the law and guidance on 'disciplinary penalties' (sanctions); and set out the various responsibilities.
- To embed our culture and ethos through a Trauma Informed approach where relationships are at the heart of all interactions.

We want all members of our community to feel valued and respected, and to be treated fairly.

We are a caring academy, whose values are built on mutual trust and respect.

This policy is therefore designed to support the way in which we can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe, and secure.

We are committed to ensuring that we adopt a trauma sensitive and mental well-being approach, to ensure that pupils develop positive mental health, enabling them to fully engage in life and learning.

As an academy we are aware of the long-term mental and physical health associated with Adverse Childhood Experiences (ACEs). It is our aim to maximise the protective factors that create a culture of safety

For this reason, we aim to:

- ✓ Promote appropriate behaviour throughout the academy.
- ✓ Encourage and praise best efforts in learning and behaviour.
- ✓ Ensure a whole academy approach to behaviour management, treating pupils fairly and apply this policy in a consistent way.
- ✓ Ensure that pupils are aware of the academy rules and that each class has a visual representation clearly displayed.
- ✓ Ensure that all parents are informed and are aware of the academy's disciplinary procedures.
- ✓ Provide a system of rewards to encourage good behaviour.
- ✓ Provide a stepped approach to sanctions which are clear and known to all.
- ✓ Promote self-discipline.
- ✓ To develop individuals who are respectful, empathetic, and reflective.
- ✓ To create a culture of positive relationships which is demonstrated in all areas of the academy community.

- ✓ To develop Personal, Health, Social and Emotional skills, including an understanding of their own and others' emotions.
- ✓ To support the wellbeing of every member of the academy to ensure healthy minds and bodies.

Responsibilities

The Oasis Community Learning Board will make and amend the central policy and communicate this to the Academy Councils.

The MET

The Monitoring and Evaluation Team evaluate the impact of the Academy localised behaviour policy on learning. The MET give feedback and identify next steps for the Principal and Regional Director.

Staff Responsibility

Behaviour Management is the responsibility of all staff

The Principal and Deputy Principal

The principal and deputy principals role is to implement, establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and a proper regard for authority.

Oasis Community Learning expects the emphasis to be on encouraging and rewarding good behaviour.

The principal must determine measures to be taken, with a view to:

- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour and respect for others and preventing all forms of bullying among pupils.
- Securing that the standard of behaviour is acceptable; and
- Otherwise regulating the conduct of pupils.

The principal is required to have regard to any guidance within Oasis Community Learning's policies.

The principal must also determine the standard of behaviour regarded as acceptable.

The measures can, to such an extent as is reasonable, include measures to regulate the conduct of pupils when they are not on the premises. This includes rules governing behaviour to and from the Academy.

The principal is required to set out the behaviour for learning policy in a written document and publicise it by making it generally known to staff, pupils, and parents. It must be brought to their attention at least once a year.

The principal should: -

- Define the standards of behaviour that he/she expects.
- Seek the widest possible agreement from stakeholders.

- Ensure that the standards are consistent and fairly applied.
- Ensure that any sanctions are reasonable and proportionate to the behaviour and enabling pupils to repair and reflect where appropriate.

It is the responsibility of the principal or deputy to implement this policy consistently throughout the academy, and to report to all stakeholders; when requested, on its effectiveness.

It is also the responsibility of the principal to ensure the health, safety, and welfare of all pupils in the academy.

The principal and deputy principal supports staff and pupils by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Only the principal, or persons who the principal has given designated responsibility, has the responsibility for giving fixed term exclusions to individual pupils for serious acts of misbehaviour.

For repeated or very serious acts of anti-social behaviour, the principal may permanently exclude a child.

Director of Inclusion

The Director of Inclusion will monitor the impact of behaviour systems each half term, reporting this to the principal.

The Director of Inclusion and the pastoral team will provide support and guidance to all staff when required and will liaise with outside agencies when additional support is needed.

It is the responsibility of this person, with the support of the Pastoral Manager, to oversee provision and the support made available for individual pupils, who may need a bespoke package of support.

The Director of Inclusion will chair formal meetings with parents to discuss and plan a strategic way forward.

The Director of Inclusion will risk assess the safety of all pupils.

The Director of Inclusion will work closely with the SENDco to formulate individual plans for pupils

The SENDCO

The Sendco will be part of discussions with the pastoral team, when a referral for pastoral support is made by the class teacher and will actively advise, signpost, support and monitor the behaviour and pastoral support plans.

The Sendco will be consulted and may seek request the support of other agencies, when required.

Class Teachers

Class teachers should have high expectations of the pupils in terms of behaviour and ensure that all pupils work to the best of their ability.

They should manage classes effectively, be motivational and use approaches which are appropriate to pupils' needs

The class teacher will treat all pupils fairly and enforce high expectations consistently.

The teacher should treat all pupils with respect and understanding.

Teachers should maintain good relationships with pupils, and act decisively when necessary.

The teacher will follow the behaviour system, which should be displayed prominently in the classroom.

The teacher should clearly display behaviour for learning rules in classrooms

Teachers will know when to differentiate appropriately, to ensure pupils are taught effectively.

Teachers will manage behaviour in and out of the classroom and ensure all paperwork relating to incidents is correctly logged.

Support Staff

Support staff should ensure that pupils move sensibly and quietly through the academy helping to ensure a calm atmosphere throughout the academy and:

- Support the teacher with behaviour management
- Be emotionally available to pupils who are in crisis.
- Discourage 'rough play' and potentially dangerous behaviour in the playground.
- Consistently challenge unwanted behaviour at the lowest level.
- Praise all positive behaviours

Parents

In choosing Oasis Academy Watermead, it is expected that parents support the actions of the academy.

Parents have a vital role to play in their pupil's education.

We are conscious of the importance of having strong links with parents and good communication between home and school.

Parents should work co-operatively with staff, so that pupils receive consistent messages.

Parents will receive access to this policy at the point of admit.

We expect parents to behave in a responsible and respectful manner during discussions about behaviour.

Incidents of verbal or physical aggression directed towards staff in the academy will be reported immediately to the principal who will take appropriate action.

If parents have any concerns, they should initially contact the class teacher.

If parents are concerned about the behaviour of any member of staff, this should be reported to the principal without delay.

If parents are worried about the behaviour of the principal, this should be reported to the regional director without delay. Information on how to contact the regional director is available via the main office.

Should discussions with the teacher, the pastoral team, the leadership team or the principal fail to resolve the problem, a formal written complaint should be made.

Parents are expected to sign a home/school agreement and a code of conduct before their child starts to attend and at any point that changes to the agreement are made.

A Positive Approach

An effective behaviour policy is one that seeks to lead pupils towards high self-esteem and self-control. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects behaviour and impacts on learning and performance.

We will provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of the Academy are that:

- Behaviour can change
- Every pupil can be successful.
- Praise and rewards are more likely to change behaviour.
- Celebrating success helps pupils to achieve more.
- Being aware of each pupil's needs and their individual circumstances helps us to act in the fairest way.
- We will consider the safety of other pupils while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps everyone feel good about themselves.

A Trauma Informed Approach

“The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others” (TISUK 2019)

A trauma informed approach is underpinned by relationships. It is vital that all staff are mindful of the trauma that some children may have experienced.

Through positive relationship we can support children to understand and manage their emotions appropriately. We do this by using the key elements from the Trauma Informed Academy's UK model (TISUK): **Protect, Relate, Regulate and Reflect.**

Using these elements throughout interactions with children, will build resilience, help to repair trauma, and build relationships.

At Watermead we have high expectations of behaviour and support is offered to those having difficulty meeting those expectations.

We have a trained Trauma and Mental Health Practitioner to support children who are identified as requiring additional support.

This support can be offered in 1:1 session, in class or in small groups.

Our aim is to support children to make sense of their experience, find ways to manage their emotions and ensure that they can maintain the capacity to learn.

The school's special educational needs co-ordinator and Senior Mental Health Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met

A Trauma Informed Approach is based around recognising that all behaviour is communication. If a child has access to an emotionally available adult, they can help children move from 'behaving' their trauma, to reflecting on those experience.

Outlined below are the ways in which our academy meets each of the key elements: **Protect, Relate, Regulate and Reflect** outlined in the TISUK model.

PROTECT

Protect is the feeling of safety, being able to learn without fear and the fear of being shamed.

When children feel safe, they can engage in learning. This requires an emotionally available adult who can support a child to feel calm when they become overwhelmed.

A child who has experienced Trauma can be triggered by something that may be minor to one child but for a child who has experienced trauma it can cause them to go into fight-flight-or-freeze response.

Relationships and positive interactions with each other will address this in the following ways

- Increase in 'safety cues' ensuring that children feel psychologically safe in academy.
- Interventions that create opportunities for the emotionally available adults to be alongside pupils.
- Pupils are met with warm emphatic, playful and curious staff, that will enable them to move out of flight/fight or freeze.
- Interactions with pupils, their families, other agencies, and each other are socially engaging.
- Key transitions will build effective relationships, by using strategies such as - 'I wish my teacher knew...'
- Staff will have an understanding of ACEs (Adverse childhood experiences) and adopt a Trauma Sensitive and Mental Well-being approach.
- We will adjust our expectations and practises around vulnerable children to correspond with their developmental capabilities and experiences of traumatic stress and loss. This sometimes involves removing vulnerable and traumatised pupils in a kind and non-judgemental way from situations they are not managing well.
- Regular check ins with a member of SLT to talk about any feelings they may be having.

RELATE

Our brains are wired to be sociable. Having meaningful relationships is essential for happiness and mental health.

Positive relationships and experiences with children mean meeting the child in pain and meeting the child in joy.

- Key staff are trained in delivering interventions to vulnerable children to support them in making a shift from 'blocked trust' to trust.
- Children have planned time to connect with an adult at academy, the relationship is strengthened due to participation in playful and creative activities.
- A whole academy commitment to enabling children, families and staff to see themselves, their relationships, and the world more positively, rather than through a lens of threat, danger, or self-blame.
- Staff are committed to getting to know children better on an individual basis.

REGULATE

Supporting a child to regulate their feelings and behaviour will help them feel understood.

- Key staff are trained in delivering evidence-based interventions, designed to reduce stress levels from toxic to tolerable, through emotionally regulating, playful and enriched interactions.
- Key staff are trained in interventions such as attachment play which can help to repair brain damage caused by painful life experiences.
- Sensory breaks and minute mindfulness exercises will be used to support the regulation of behaviour, by enabling them to feel calm and ready for learning.
- The emotional well-being/regulation of staff is treated as highly important to prevent stress-related absence or leaving the profession through stress-related illness. This includes access to reflective practice and supervision when and if required.

Attachment Play Ideas:

1. **Play hide and seek.** As a bonus this also develops object permanence.
2. **Put hand lotion on each other.**
3. **Play a memory game**
4. **What's missing? !** Put several small items in a bag or cup. Remove 1 or 2 and guess what's missing.
5. **Hold hands and dance.** This is a very synchronous activity.

REFLECT

Reflecting is having conversations with a child to support their emotional and mental health.

It helps a child to make sense of their life, to develop language for their emotions.

- Within the context of trusted relationship with an adult, children will have the means to symbolise painful life experiences through images rather than only words - should they wish to do so (Big Empathy, puppets, clay, art, emotions worksheets).
- Key staff are trained to help children move from 'behaving' their trauma, to reflecting on those experiences through empathic talking, to help them to develop coherent narratives about their lives.

- Staff development and modelling in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Through conversations and interventions children can make sense of their memories and experiences

“The healthier relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love” (Dr Bruce Perry).

Restorative practice

The principles of restorative practice underpin our support for all pupils.

Pupils complete a ‘Reflection Sheet’, which focusses on which of the 9 habits they have forgotten, and which one will help them resolve the issue.

Restorative practices are solution focused. Restorative practice brings together the victims with those responsible for the harm, to find a positive way forward.

This approach gives victims the chance to tell offenders the real impact of their crime, get answers to their questions and get an apology.

Restorative practice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends.

Using these opportunities for personal development can be one of the most powerful means of self-improvement.

In incidents of peer on peer abuse, particularly at the level of category 2 and category 3 incidents, the use of restorative practice should be very carefully considered as confronting the abuser may cause the victim to re-live the experiences. <https://restorativejustice.org.uk/restorative-practice-schools>

Resolution Tool Script

Resolution Tool Script

Initial questions to the perpetrator	Initial questions to the victim
What happened	What happened
What was going through your head at that time	What was going through your head when it happened
What did you feel like	How did you feel when it happened

What have you been thinking since it happened	How do you feel now
Who do you think has been upset by what you did	Who else has been upset by what happened
2 nd questions to the perpetrator You have heard how ----- has been hurt by what you did	2 nd questions to the victim
Is there anything you would like to say	How do you feel about what -----has said they will do to make you feel better?
What do you think you could do to put things right	
Listen to the suggestions given by the perpetrator. If an apology is offered, encourage acceptance, and identify some practical action.	
3 rd questions to the perpetrator	3 rd question to the victim
You made the choice to----- (describe the incident)	How do you feel now
You have now made a different choice and have agreed to-----	

Systems, Structures and Routines that reduce peer on peer abuse

Oasis Academy Watermead adopts a zero tolerance approach to peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- causing someone to engage in sexual activity without consent,
- upskirting,
- initiation/hazing type violence and rituals

This is addressed within a 3-category approach

<p>Category 1 – Harmful Sexual Behaviour: General <u>single incidents</u> of Cat 1 issues</p>	<p><i>Including but not limited to:</i> Developmentally inappropriate problematic (using the Brook Traffic Light System as a benchmark), Abusive sexualised behaviour on-line or off-line, Lewd comments/jokes, Creating a hostile, offensive or sexualised environment.</p>
<p>Category 2 – Sexual Harassment: <u>Two or more</u> Cat 1 incidents, or <u>single incidents</u> of Cat 2 issues <i>and recorded as a safeguarding incident</i></p>	<p><i>Including but not limited to:</i> Unwanted conduct of a sexual nature, Up skirting On-line or off-line sexualised comments, remarks or observations, Intentional touching of person or clothing, Aggravated sexting, Behaviours likely to violate dignity, feel intimidated, degraded or humiliated Creating a hostile, offensive or sexualised environment.</p>
<p>Category 3 - Sexual Violence: Recorded on CPOMS as a child protection incident</p>	<p><i>Including but not limited to:</i> Rape, Assault by penetration, Sexual Assault (touching in a sexual way without consent), Grooming for sexual/criminal exploitation.</p>

In our Academy we will not tolerate instances of peer-on-peer abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”.

We will work under the premise that **it could happen here.**

In our Academy we consider all peer-on-peer abuse as unacceptable and it will be taken very seriously.

We will always challenge behaviours that create a hostile, intimidating, degrading or humiliating environment.

The PSHE and safeguarding curriculum will embed an understanding of consent.

Bromcom Recording of Peer on Peer (Child on Child): We will record incidents against the three categories as stated above:

- Category 1 – Harmful Sexual Behaviours
- Category 2 – Sexual Harassment
- Category 3 – Sexual Violence

We will follow both national and local guidance to support all pupils who are subjected to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

We will also utilise the search and confiscation guidance produced by the DfE.

The DSL and Deputy are trained to use the Brook Traffic Light tool to inform actions and outcomes, as well as to mitigate risk.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

Incidents of Peer-on-Peer abuse will be logged on CPOM’s by the DSL or Deputy DSL, with the details of the incident. Bromcom will **ONLY** log the category.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group, by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- 1) Deliberately hurtful
- 2) Repeated, often over a period
- 3) Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic, sexting with the intention to harm, sharing of explicit images without consent
Direct or indirect verbal	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

Details of OCL’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the website.

Oasis Academy Watermead use Bromcom to record discriminatory events. This data is analysed at a national and local level to ensure CPD focuses on need.

Horizons

The Horizons project has provided every student with an iPad. The device remains the property of Oasis Community Learning at all times.

All users must adhere to the rules around appropriate usage as outlined in the agreement signed by parents on the day of issue. Failure to respect this agreement may result in the device being confiscated or, in some cases, further consequences being imposed.

School Rules & Expectations

We have rules and specific routines for encouraging good behaviour and sanctions for inappropriate behaviour. Encouraging good behaviour is the responsibility of everyone in academy.

It is vital that adults respond to appropriate behaviour, that we acknowledge it and that we reward it.

Our rules are as follows: -



If we have a problem, we will adopt a peaceful problem-solving approach.

All classes must use the instant reward and sanction system in the classroom. This consists of a sad face, a happy face and then a rainbow.

All children start every day on the happy face; being on the happy face demonstrates the expectation that all pupils will follow the academy behaviour for learning rules; there will not be a reward for this expected high standard of behaviour.

Children can be moved to the sad face as an instant sanction when they “cross the line” of expected behaviour. The objective is to return to the happy face within minutes once they are making the right choices. The rainbow can be used for celebrating children who “go the extra mile” and demonstrate behaviour beyond the expectations of the behaviour for learning rules.

As with the sanctions for inappropriate behaviour, there is a hierarchy of rewards that should be used to encourage and reinforce appropriate behaviour.

Rewards:

Individual rewards are given; achievement certificates are awarded to individuals during our ‘Sparkle & Shine’ celebration assemblies which take place every Friday morning.

Parents and families are invited to share this celebration each week.

Good news is always celebrated, for example notable achievements whether gained in or out of academy will be commended.

Attendance is tracked and awards given for the collective success of each class, as well as for individuals

Rainbows:

Rainbows are earned when pupils “go the extra mile” and finish the day on the rainbow, the adult must reinforce why it has been given, referring to the behaviour for learning rules and the Oasis 9 Habits.



Pupils will then be able to spend their Rainbow currency in the ‘Pop Up Rainbow shop’. The shop will be open all year round and pupils can spend as they earn.

The foundation stage will have an ‘in class’ system which mirrors that of the whole academy, but they will have an immediate reward of a rainbow sticker and smaller targets for a prize.

Verbal praise

Positive reinforcement will be heard throughout the academy from staff and pupils.

Praise will be specific and communicated clearly.

Golden Tickets

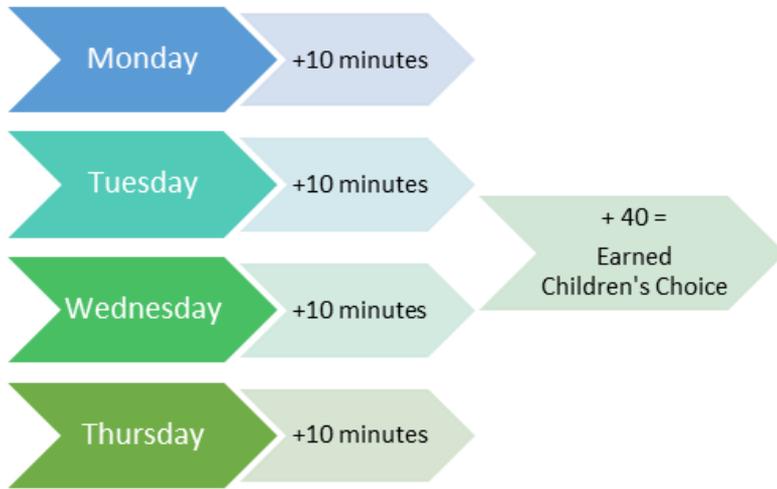
Golden Tickets are awarded for good behaviour and manners during less structured times such as break times or lunchtime. Golden Tickets are placed in the Golden Box in the hall and drawn out during ‘Sparkle & Shine assembly’. Each winner will be invited to have a treat with a member of the leadership team, at a specially laid table.

Watermead Postcards

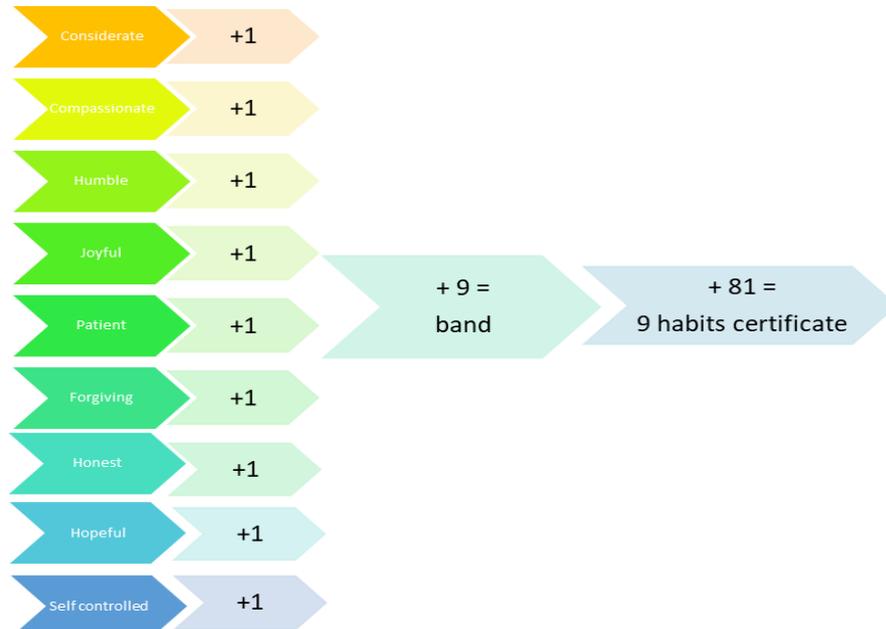
Postcards sent home to parents, celebrating a particular achievement or success.

Children’s Choice

Pupils can earn 10-minute Children’s Choice each day, minutes will be lost linked to behaviour.



The 9 Habits Band Pupils who demonstrate the 9 Habits will earn a band of the same colour.



Additional Support

Some pupils may require additional support in managing their behaviour.

At these times the behaviour strategy may need to be adapted, and we may need to discuss concerns with the SEND coordinator and/or other relevant agencies, this will always be done in consultation with parents and carers.

The following support programmes may be put in place:

- Individual Health Education Plans (EHCP)
- Positive
- My Plans
- One Page Profiles
- Behaviour Plans
- Pastoral Support Programmes
- Small group support
- 1:1 mentoring
- Personalised timetables.

Pastoral Support Plans (PSP)

There may be a very small minority of children who persistently present with inappropriate behaviours.

Where other interventions have failed, a Pastoral Support Plan (PSP) will be put in place.

The PSP will be determined on a case-by-case basis and will be focused on addressing unacceptable behaviours whilst providing a pathway forward for the child and the school community.

A PSP may involve a risk assessment if they pose a risk to themselves or to others.

In discussion with the child, parents and other key staff, the PSP will identify where the child is not meeting our behaviour expectations.

From this, targets will be agreed with the child and adults, with clear success criteria.

The PSP will be shared with parents/carers.

Both school staff and parent/carers will state how they will support the child towards achieving their targets.

Temporary Reduced Timetables

As an alternative to exclusion the principal may consider the use of a temporary reduced timetable to support a pupil. The decision would be with the agreement of a parent or carer and would be reviewed on a fortnightly basis.

The Senior Learning Mentor will liaise with the local authority and send copies of any partial timetable to the Attendance & Inclusion team.

Appropriate attendance coding will apply

Alternative Provision

Where appropriate, the school will consider the use of an Alternative Provision within the school day that provides learning for a pupil or pupils in a safe and secure environment.

The Alternative Provision may be subject to different start and end times to the school day.

Alternative Provision will be re-integration focussed, will address the learning and behavioural barriers, will set time-limited targets for improvement.

All provision is inclusive and is focussed on children operating independently and successfully within a mainstream school context. The trust will approve any alternative provision in advance of pupils attending.

Pupil Risk Assessment

A pupil behaviour risk assessment will be considered where a pupil’s conduct poses an ongoing risk to the health, safety and wellbeing of other members of the school community, and where implementation of the school behaviour policy has had little or no remedial effect

When pupils find it difficult to follow the rules staff can use one or more of the strategies below: -

Actions – in no particular order	Person responsible	Additional support
Praise other children to reinforce the expectation.	Teacher	TA
Re-direct the focus with distraction	Teacher	TA
State name and then, STOP.... (Name the behaviour), thankyou.	Teacher	TA
Consider your seating arrangements. Group tables may foster positive group work but may also lead to negative interactions.	Teacher	TA
Catch’ the pupil making a positive choice, and immediately praise them for this.	Teacher	TA
Accept an apology	All staff	All staff
Visual timetables	Teacher	Sendco Pastoral Assistant
Social Stories	Teacher	Sendco Pastoral Team
Pupil Role or Responsibility, in class, in school, during assembly	Teacher	TA Pastoral Team
Put the pupil on report for a time limited period	SLT	Teacher
Phone call home to parents – log on Cpoms – Parent/Carer	Teacher	Pastoral Team

Discussion		
Initial meeting with parent – log on Cpoms – Parent/Carer Discussion	Teacher	TA
2 nd meeting with parent -	Pastoral Manager/Senior Learning Mentor	Teacher Sendco
Personalised Learning	Teacher TA	Sendco
Pastoral Support Plan	Pastoral Assistant	Teacher Sendco
3 rd Meeting with parent	Director of Inclusion	Teacher
Formal letter sent home	Director of Inclusion	Principal
Early Help Referral	Pastoral Manager	Pastoral Team
Referral to Fusion, My Life Project, Pip Panel	Sendco	Pastoral Team Teacher
Family Common Assessment Framework (FCAF)	Pastoral Manager	Pastoral Team
My Plan EHCP assessments	Sendco	Teacher

It is important that children are taught the following strategies to help them manage and report any inappropriate behaviour

- Speak up and tell a friend or an adult
- Problem solving
- Team work
- Walk away/ Ignore and report

If however, a child's behaviour escalates to 'severe', the behaviour displayed by the child, the trigger and the action taken by staff MUST be recorded on an incident log. This information is very important in providing evidence that can support the child, family and school with understanding and managing individual behavioural needs.

Sanctions/Actions

Actions	Responsibility	Additional support
Verbal Warnings. If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable	Teacher	TA
Classroom behaviour management strategies – move to sad sun/cloud, time out etc.	Teacher	TA

Removal of breaktime	Teacher	Teachers
Removal of lunchtime break	Teacher	Pastoral Team to supervise
Home for Lunch for a time limited period	SLT	
Withholding participation in extracurricular events which are not essential to the curriculum;	Principal	Teacher
Completion of work or extra work;	Teacher	TA
'Pay Back'	SLT	All Staff
Consider Early Help Referral to MAST if appropriate	Pastoral Manager	Senior Learning Mentor
Pastoral Intervention	Senior Learning Mentor	Senior Learning Mentor
Internal exclusion	SLT	Pastoral Team to supervise
Fixed term exclusion	Principal	N/A
Permanent exclusion	Principal	N/A

Consequences should:

- Be proportionate
- Be applied in a timely manner
- Be applied at the point of transgression e.g. a lunch time matter should be dealt with at lunch time

Always offer a 'pathway back' for the child in question

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Children who are involved in incidents will have the incident recorded on Bromcom by the class teacher.
- The behaviour lead will monitor the number of behaviour incidents and analyse the data each half term.
- A data report will be sent to the principal – 'On a Page'

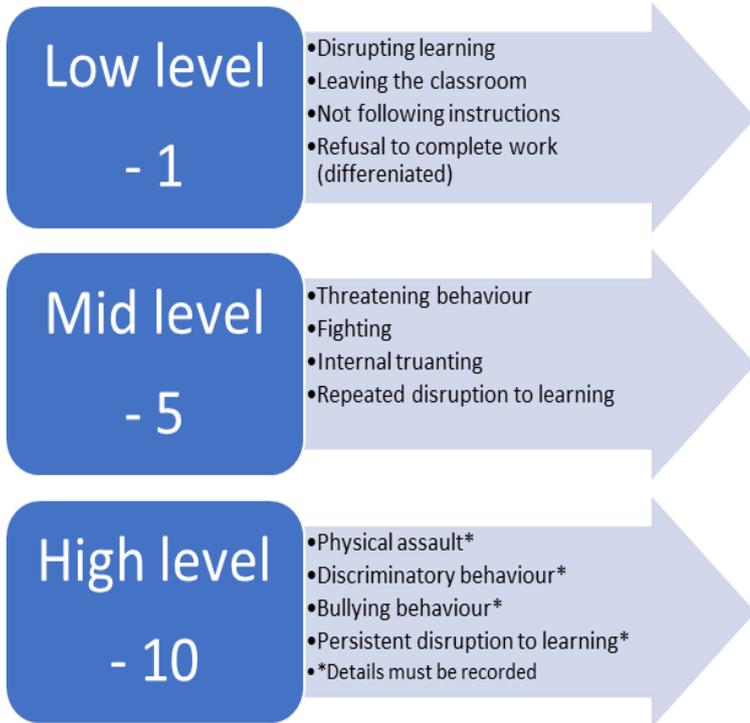
Bromcom Recording

Low, mid, and high-level behaviours must now be recorded on Bromcom – with either 1, -5 and -10 negative points attached.

Staff will need to record a written comment and add an outcome to ALL Bromcom behaviour entries

Mid and high-level behaviours will be alerted to the Principal and the DSL

Please see the illustration below to assist with Bromcom recording:



Well-being Champions

Well-being champions provide peer support during social times and are co-ordinated by the Pastoral Assistant Miss Woods

Lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and proactively reward positive behaviours through praise.

Behaviour expectations remain the same and the same rules apply as in the classroom i.e., time out, loss of privileges, time to reflect and discuss.

If a child is involved in 3 separate incidents within a week they will lose their lunchtime play for the following 5 school days.

If lunchtime is a difficulty for a small minority of pupils, then parents will be expected to make alternative provision for their child to spend this time off site.

Lunch time exclusions will be formalised and go on the child’s record.
 Children return to academy at the end of the lunchtime break.

Children are not allowed to leave academy premises under any circumstances during academy hours without the authorisation of the academy and parent/carer.

Behaviour Reports

Behaviour reports are to be used to encourage good behaviour and discourage inappropriate behaviour. For a child to go on report the plan must be approved by the Academy Inclusion Leader and discussed with the child and parents. Individual targets are set and home/ academy reward and sanctions.

The targets should be very clear and easy to observe.

There should not be more than three targets.

At the end of each lesson or break the child receives a grade from the teacher.

- A. for excellent behaviour,
- B. for acceptable behaviour
- C. for unacceptable behaviour.

The report can be for in class, break time and lunchtime or all three. The report will be reviewed at the end of the week and either no longer needed or if no improvement has been made a meeting will be made with a senior member of staff.

When a child is on report, participation in after academy clubs will be negotiated with the parents and child on an individual basis.

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

Missing Children

If a child is found to be missing during the school day after being registered (am or pm) the following areas in school should be systematically searched and necessary enquiries from staff must be made:

- Reception Area
- First Aid Stations
- Toilets
- Cloakrooms etc.

If the child is not found and therefore acknowledged as missing; the following action should be taken.

Stage One - Search systematically

- Inform the Principal and the DSL immediately
- The principal and/or DSL will facilitate a sweep of the school – internally/externally.
- All available staff to immediately check toilets, shared areas and playground to ensure
- the child is not hiding or locked in anywhere.
- One member of staff to immediately inform school office and check whether the child has been signed out for an external appointment or has an internal appointment with a visiting professional. (School Nurse/Speech Therapist etc)
- Bromcom will need checking by office staff as soon as a missing child has been reported.
- Teacher will take the register to confirm that a child is missing.
- Staff will ensure that all other pupils are kept safe and closely supervised throughout incident
- Alert member of staff on reception and the Site Manager.
- Obtain child's photo from school database to assist search.

Stage Two

- After stage one is completed without resolution (no more than 20 minutes), a member of staff will contact the police and parents/carers with parental responsibility.
- The Principal, DSL/Deputy DSL will inform the police
- At this point, school will support the police who will now lead the response to this incident.
- The principal will liaise with emergency services and parents/carers.

- Staff will call registers in all classes to confirm presence of other pupils.

Stage Three

The Principal should communicate the incident to the RD and the Director of Safeguarding

A written record of the incident and any action taken should be made as soon after the incident

as practicable and placed in the pupil's confidential record on cpoms.

The Academy Leadership team will conduct an internal investigation to establish how the situation occurred, how effective was the response and whether action could be taken to ensure it does not happen again.

A follow up meeting will take place with the DSL, pastoral manager, parents and the pupils where a risk assessment will be discussed and implemented.

NB: the principal may authorise a member of staff to follow a pupils at a safe distance, if they leave the academy grounds. This decision will be made "on the spot", and risk assessments should be made to keep all parties safe. Staff will carry mobile phones and use the 'Lone Worker App' if available, to aid personal safety and communication.

Use of reasonable force/Positive Handling

All members of academy staff have a legal power to use reasonable force

This power applies to any member of staff at the academy. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an academy organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In an academy, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Academies cannot use force as a punishment – it is always unlawful to use force as a punishment.

DfE Guidance: use of Reasonable Force in Schools DfE July 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusions

The Academy will use exclusion (fixed term or permanent) only as a last resort.

The Decision to Exclude:

Only the Principal can exclude a pupil

Pupils should only be excluded:

- In cases of a serious breach of the Academy's behaviour/discipline policy and if the continued presence of the pupil in the academy would seriously damage the education or the welfare of other pupils or staff.

Before deciding to exclude a pupil, the principal will:

- Ensure that an appropriate investigation has been conducted.
- Ensure that all the relevant evidence has been considered.
- Give the pupil an opportunity to be heard.

Having considered these matters the principal will decide based on the balance of probability, i.e., could the incident have been avoided, always having regard to any current guidance from the DfE.

Fixed Term Exclusion

The principal is permitted to exclude a pupil for one or more fixed term periods not exceeding 45 academy days in any one academy year.

The Academy will continue to provide education for an excluded pupil (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the principal in consultation with the relevant members of staff will consider the following:

Making alternative provision from day six for fixed period excluded pupils.

Arrange reintegration interviews with parents at the end of a fixed-period exclusion of six days or more: and

How the pupil's education can otherwise continue.

Permanent Exclusion

A decision to exclude a pupil permanently, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence is considered by the principal to be an exceptionally serious one.

Equal Opportunities

In making and implementing this policy account must be taken of the Academy's equal opportunity policies.

Pupils with Disabilities

The Academy aims to ensure that pupils with disabilities are not treated less favourably than other pupils and will endeavour to ensure that no exclusion of such a pupil has been caused directly or indirectly by the pupil's disability. Any exclusion of a pupil with a disability will be closely monitored both within the Academy and by the Academy Council Discipline Committee.

Pupils with Special Educational Needs

The Academy will pay due regard to the guidance in the Special Educational Needs Code of Practice and the Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need.

The Academy will aim to not exclude pupils with special educational needs and will aim to find alternative strategies that keep pupils with special educational needs; who have behaviour problems in the Academy wherever possible.

Monitoring and Review

The working of the policy will be monitored by the principal and a report made to the Academy Council each term. All exclusions will be reported as part of the termly report.

Each Academy will report on the implementation of the policy to the Oasis Community Learning Board when requested. Exclusion statistics will be submitted to Oasis Community Learning termly.

The OCL policy will be reviewed at least every two years by the Oasis Community Learning Board. Oasis Academy Watermead will review its own policy having received the biennial policy from Oasis Community Learning.

Links to other policies and academy vision

This policy is linked to Anti-Bully, Attendance, SEND, Exclusions and Child Protection Policies, which are underpinned by the relevant OCL policies

Date: September 2022

Reviewed by: A. Dawson – Principal

G. Brailsford – Director of Inclusion