



# **Internal Behaviour for Learning Policy and Guidance 2020/2021**

**Covid-19 - Temporary** changes to support the return to school following Covid-19 restrictions, to ensure children settle back into school successfully and catch up rapidly.

If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.

In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary as these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.

**(Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) Part of Education and childcare during Coronavirus – DfE)**

<b>Lever 1: Vision and Values</b>	Additional re-booting plans given the time away from schools to reiterate and explore vision and values in consideration of changes to life under lockdown.
<b>Lever 2: PD Curriculum</b>	Strategies to support mental health of the most vulnerable pupils. PSHCE delivery supporting the Science of Motivation research in making the most of time with pupils by maximising gains. Adaptations to PHSCE/RHSE curriculum to cover lost learning opportunities.
<b>Lever 3: Systems and structure</b>	Proactive structures specific to covid-19 return to support most vulnerable. Changes to rewards policy in light of hygiene expectations Deliberate unhygienic behaviour/physical contact response Changes to inclusion room processes (if relevant) Changes to celebrations/escalations given
<b>Lever 4: Staff development</b>	Training for staff specific to Covid-19 response Grief and Loss training plans implemented from staff training from OCL training. Mentally Healthy School training plan for the academy from OCL training.

See appendix A for additional information around the temporary changes to support this behaviour for learning policy due to Covid-19.

**Physical Restraint/Team Teach:**

If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Meaning there is no requirement to use PPE, unless this is written into the risk assessment, health or behaviour plan in order to meet the individual needs of that pupil, however PPE is available in all classrooms if staff wish to use it

However if you are supporting a child with symptoms of coronavirus (COVID-19) the following routine should be followed:

- a face mask should be worn if a distance of 2 metres cannot be maintained
- if contact is necessary, then gloves, an apron and a face mask should be worn

- if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn

When PPE is used, it is essential that it is used properly. This includes scrupulous hand hygiene and following guidance on [how to put PPE on and take it off safely](#) in order to reduce self-contamination.

Additional space and frequent cleaning of surfaces, objects and toys will be required.

## Behaviour for Learning Policy and Procedures

This policy has been written in accordance with the Oasis Behaviour for learning policy which is underpinned by 4 key levers:

### Lever 1: Academy Vision and Values

Great leaders create climates for learning in which students are equipped to succeed in school and 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

### 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 Schools. 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 a central 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 in itself 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.

The aim is for every member of our community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. This behaviour for learning policy is therefore designed to support the way in which the members of the academy can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. For this reason we aim to:

- Ensure appropriate behaviour throughout the school.
- Encourage and praise best efforts in both work and behaviour.
- Ensure a whole school approach to discipline and treat all pupils fairly and apply this policy in a consistent way.
- Ensure that pupils are aware of the school rules and that each class has a visual representation clearly displayed.  
Ensure that all parents are informed and are aware of the school's disciplinary procedures.
- Prevent bullying.
- 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.

### **A Positive Approach**

An effective discipline policy is one that seeks to lead pupils towards high self-esteem and self-discipline. 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 aim to 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 and that every pupil can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- 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 always consider the safety of other pupils and minimize disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

## **Responsibilities**

### The Oasis Community Learning Board

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

### The Principal

The Principal's role is to implement the Academy Council's policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and 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, and are not under the control or charge of a member of the Academy staff. 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's policy should: -

- Define the standards of behaviour the Academy wants;
- Seek the widest possible agreement;
- Ensure that the standards are consistently and fairly applied; and
- Ensure that any sanctions are reasonable and proportionate to the offence, and enable pupils to make reparation where possible.

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to all stakeholders, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all pupils in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

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.

### **Safeguarding Manager**

The Safeguarding Manager will monitor the impact of the behaviour system termly and report to the Principal.

The safeguarding and pastoral team will provide support and guidance to all staff when required and will liaise with outside agencies when additional support is deemed necessary.

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 time away from the usual mainstream class.

### **Class Teachers**

It is the responsibility of the class teacher to ensure that the academy rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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

The class teacher will treat all pupils fairly and enforce high expectations consistently. The teacher should treat all pupils with respect and understanding.

The teacher will follow the behaviour system, which should be displayed prominently in the classroom and is responsible for informing parents of the application of certain sanctions.

Teachers will monitor their incident reports and ensure all paperwork is correctly filed / logged.

### **Support Staff**

All school staff have a responsibility to uphold the behaviour for learning policy.

Support staff should ensure that pupils move sensibly and quietly through the academy at all times helping to ensure a calm atmosphere in the corridors, classrooms and other academy areas.

Pupils should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

### **Parents**

Parents have a vital role to play in their pupil's education. It is very important that parents support their child's learning and co-operate with the academy. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

The Behaviour system is explained to all parents and available on the academy's web site.

We expect parents to behave in a responsible and respectful manner towards all school staff. Incidents of verbal or physical aggression directed towards staff by parents/guardians/carers of pupils in the school will be reported immediately to the Principal who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Safeguarding Manager and/or the Principal may then be involved and, if the concern remains, they should contact the chair of the academy council. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

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

## **Links to other policies and school vision**

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

At Oasis Academy Watermead we have rules and specific routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour. Encouraging good behaviour is the responsibility of everyone in school. It is vital that adults respond to appropriate behaviour, that we acknowledge it and that we reward it. Our rules are as follows: -

1. We do things the first time we are asked
2. We keep our hands and feet to ourselves
3. We move calmly around the academy
4. We look after our academy and all the people in it
5. We always do our best learning

If we have a problem, we always use 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, winning sports teams will be congratulated in assemblies and notable achievements whether gained in or out of school may be published in the school newsletter. Attendance is tracked and awards given: for classes and 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.

- 20 rainbows convert to a bronze award and certificate.
- 50 rainbows convert to a silver award and certificate.
- 100 rainbows convert to a gold award and certificate.

Pupils will then be able to spend their rainbow currency in the 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 school but they will have an immediate reward of a rainbow sticker and smaller targets for a prize.

### **Verbal praise**

Positive reinforcement



**Rainbow Tickets** are awarded for good behaviour and manners during less structured times such as break times or lunchtime. Tickets are placed in our rainbow box and drawn out during mid-week assembly. Each winner will be invited to have lunch with the pastoral manager at a specially laid table.

### **Watermead Postcards**

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

### **Behaviour management:**

The principles of restorative justice underpin our support for all pupils. In summary, both the perpetrator and the victim(s) deserve the opportunity to talk through what has happened.

An adult will facilitate the pupils to decide together what is needed, including consequences as appropriate, to rectify the situation.

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.

In the playground our 'Playground Friends' support positive play and manage any issues if and when they arise.

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 Education
- Behaviour Plans
- Pastoral Support Programmes
- Small group support
- 1:1 mentoring
- Personalised timetables.

When pupils find it difficult to demonstrate the schools values and follow the rules staff should: -

- Praise other children to reinforce to the child the teachers' expectation.
- Distract the child by asking a question about the work they are doing.
- Remind the child of the expectation for their behaviour/piece of work being completed.
- Gesture/use the child's name.
- Move the child to a different place in the class for an agreed number of minutes with an expectation of what they should achieve in that time.
- The child returns to their own place of work.
- 'Catch' the pupil making a positive choice, and immediately praise them for this.

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

- Speak up
- Tell an adult
- Walk away/ Ignore and report
- Tell a friend

### **Worry Monsters**

Worry Monsters are trained pupils who provide a point of contact for pupils to share their worries. Worry Monsters will liaise with the Pastoral Assistant who will ensure that appropriate support is available.

The Worry Monsters and the Pastoral Assistant maintain strong links with the Healthy Minds team who support emotional well-being within the CAMHS (Children Adolescent Mental Health Support) team.

## **Specific sanctions (disciplinary penalties)**

- Removal from the group/class or particular lesson;
- Removal of break or lunchtime privileges;
- Withholding participation in extracurricular events which are not essential to the curriculum;
- Completion of work or extra work;
- Carrying out a useful task in the school;
- Internal exclusion;
- Fixed term exclusion; and
- Permanent exclusion

For more serious behaviour matters or where ongoing classroom sanctions are not proving effective, the following phases should be followed: -

### **Phase 1**

- Miss all breaks (must be supervised by class teacher)
- Letter sent home
- No after school clubs for set period of time

### **Phase 2**

As above plus class teacher holds formal meeting with parents. A member of the pastoral team will also attend

- Maintain a record of the meeting with parents
- Positive Behaviour Plan – class teacher/pastoral team/parent – objective is to remain in class. review termly.
- Consider Early Help Referral to MAST if appropriate – pastoral team

### **Phase 3**

- As above plus half day internal exclusion (agreed by SLT) – All staff to support
- Consider referral to Fusion, M Life project etc...
- Pastoral intervention 20 – 30 minute sessions

### **Phase 4**

- As above plus one day internal exclusion –(agreed by SLT) All staff to support
- Parents meet with Safeguarding Manager and/or the Pastoral Manager and another member of the SLT and class teacher
- Letter sent home outlining behaviour concerns – Safeguarding Manager

### **Phase 5**

- Fixed term exclusion (issued by Principal only)
- Fixed term lunchtime exclusion (issued by Principal only)
- Re-integration meeting – pastoral team/parents and class teacher where possible

### **Phase 6**

- Permanent exclusion

## **Break time**

The same rules apply as in the classroom.

All staff working with children are aware of school rules and how to deal with inappropriate behaviour out of class.

## **Playground Friends**

Playground Friends provide peer support during social times and are co-ordinated by the Pastoral Assistant Miss Woods

## **Lunchtimes**

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

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 school at the end of the lunchtime break.

Children are not allowed to leave school premises under any circumstances during school hours without the authorisation of the school 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/ school 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 or supervisor;

- 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 school clubs will be negotiated with the parents and child on an individual basis.

Any incident earning a C will be recorded formally on an incident slip.

## **Use of reasonable force/Team Teach**

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

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school 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 a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools 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](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, (or the person in charge on the day, if the Principal is absent from the Academy).

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; and
- Consult other relevant people if necessary.

Having considered these matters the Principal will make a decision based on the balance of probability, i.e., could the incident have been avoided and 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 school days in any one school 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 not to 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.

### **Amendments and Revision**

The Academy Council will consult Oasis Community Learning, and appropriate members of staff, representatives of pupils and parents before making any of its own amendments.

### **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. Any proposed revisions will be reported to the Academy Council for inclusion in the Academy's own policy.

Oasis Academy Watermead will review its own policy having received the biennial policy from Oasis Community Learning.

### **Date:**

July 2020

## Appendix A

OCL guidance on behaviour during the return to school stage

### Behaviour

We do not feel that current legal requirements around exclusion are relevant in our new position. Therefore, we need to be clear about expectations in behaviour and conduct in our new role within the provision in our buildings and set suitable approaches.

We should try and ensure that their provision is as close to their usual experience as possible in the context of the resources and staff we have available. Local decisions about the acceptable level of care given to these children must be made in the same manner as we would in our regular risk assessments. The code of conduct below should be adapted as much as possible for these children just as we would in regular school working. However, if as a principal you think the situation is unsafe for the child, other children or staff, then you would act as you would in normal practice.

### ***As a guideline***

- Each academy is to state their intended behaviour code and display it. It would be good to hand to any parent on the first visit. Your regular systems may need to be greatly slimmed down in procedure but will naturally form the basis of whatever you put in place.
- Explain the code of conduct to children regularly
- Ensure there is a simple reward system in place as well as a simple sanction structure
- Ensure parent communications are used if behaviour is becoming an issue.
- Look at the vulnerable children in your care and ensure the best possible individual processes are in place within the limitations of where you are practically and risk assess for next steps. RDs are there to support in this matter.
- Inform the allocated social worker if the decision has to be made to stop a vulnerable child from attending the setting.

<b>Action</b>	<b>Who</b>	<b>When</b>
Work as SLT to localise the policy in appendix A	SLT	ASAP
Brief staff on the new policy vis TEAMs meeting with time for questions, line of communication and examples of how to apply. Ensure session is recorded so any staff working in schools/unable to attend can subsequently watch.	Behaviour Lead	Before half term
Plan how to share that behaviour policy with students and parents (e.g. as part of an induction video/presentation with photos and script/handout on first day)	Behaviour Lead	Before pupils return
Design an induction assembly (via TEAMs in classrooms) ready for students on the first day of return to share the temporary policy clearly with examples alongside your well-being/inclusion return approach.	Principal or SLT	1 <sup>st</sup> June/ Day of return
Ensure the new approach is displayed in each classroom being used.	Behaviour Lead	1 <sup>st</sup> June/ Day of return
Record positive and negative behaviour on Bromcom/other agreed recording area to ensure clear communication with staff and parents.	All staff	1 <sup>st</sup> June/ Day of return

**Sample behaviour model** – please adapt wherever necessary. This is a significantly different stance to the Oasis behaviour model to reflect the radically different environment, support structures and circumstance. This should enable greater flexibility for schools.

Display your version and refer to it on first day of arrival and frequently in practice

While you are in Oasis Academy Watermead you will be expected to:

- Follow all instructions from any adult.
- Treat all others with care and respect.
- Help to keep the environment clean and safe and treat all equipment with care.
- Use language that is caring and suitable being polite at all times.
- Complete all tasks set to the best of your ability.







If you are a positive member of the care environment we will:

- Give lots of positive praise.
- Nominate you for Sparkle and Shine.
- Give out Rainbow stickers so you can collect these and spend them at the end of term shop.
- Receive postcards home to your family.

If you do not follow our code of conduct, you will

- Receive a verbal warning “that your behaviour does not meet the rules of keeping everyone safe” and you will complete a restorative self-reflection sheet about your behaviour and how your behaviour has endangered others.
- If your behaviour choices continue, you will receive a small sanction and a discussion with a senior leader. Your parents or family will be informed via telephone.
- If a decision is made that you are unsafe on that day, your parents must collect you immediately and you may not be able to return.
- If you return and your behaviour does not improve, you may be asked to stay away from Oasis Watermead during this reopening period.

# Behaviour

 <p>Follow Instructions</p>	 <p>RESPECT</p>	 <p>THANK YOU I'M SORRY PLEASE EXCUSE ME</p>
<p>Follow all instructions from an adult.</p>	<p>Treat others with respect and care.</p>	<p>Use language that is caring and suitable; be polite at all times.</p>
 <p>WORK HARD</p>		 <p>MIN 2M SOCIAL DISTANCING</p>
<p>Complete tasks to the best of your ability.</p>	<p>Help to keep the environment clean and safe for everyone.</p> <p>Wash your hands regularly.</p> <p>If you sneeze or cough, use a tissue and put in to the bin then wash your hands.</p>	<p>Follow the 2-metre social distancing rule.</p>

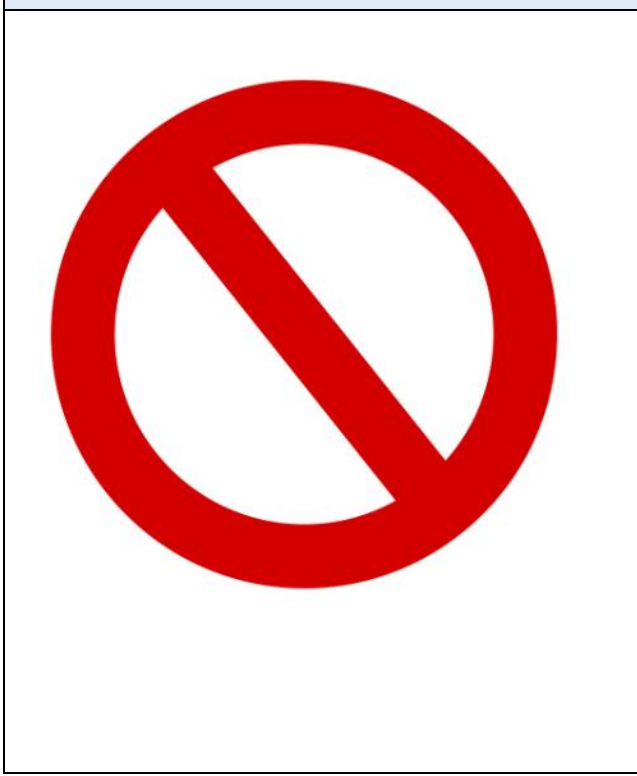


**Rewards and Celebrations**  
**If you are an excellent member of our school community we will:**



- Give lots of positive praise.
- Nominate you for Sparkle and Shine.
- Give out Rainbow stickers so you can collect these and spend them at the end of term shop.
- Contact your family to tell them of the excellent work you have done including sending a postcard home.

**Consequences**  
**If you do not follow our school code of conduct you will:**



- Receive a verbal warning “that your behaviour does not meet the rules of keeping everyone safe” and you will complete a restorative self-reflection sheet about your behaviour and how your behaviour has endangered others.
- If your behaviour choices continue, you will receive a small sanction and a discussion with a senior leader. Your parents or family will be informed via telephone.
- If a decision is made that you are unsafe on that day, your parents must collect you immediately and you may not be able to return.
- If you return and your behaviour does not improve, you may be asked to stay away from Oasis Watermead during this reopening period.