“Healthy Bodies, Healthy Minds – Promising Futures”

Let’s help every child thrive®

Oasis Academy Blakenhale Infants and Oasis Academy Blakenhale Junior

Policy and Procedures for Positive Behaviour

Last Reviewed: September 2019

Next Review: September 2020

Here at Oasis Academy Blakenhale, we are committed to developing the character and competence of every student, in line with our Academy's Vision and Oasis 9 Habits, in the drive to provide all of our students with 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 ethical approaches and values in our pupils' lives.

The Oasis Education Charter:

The Oasis Education Charter sets out Oasis' 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. As such we:

- Model and set high aspirations and expectations for every child, young person and member of staff;
- Foster character and self-belief and encourage our students and staff to become the best versions of themselves;
- 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;
- 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 (Oasis Ethos, Enrichment Curriculum, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum);
3. Academy Behaviour Systems, Structures and Routines (reward, sanction, attendance et cetera);
4. Behaviour Training and Professional Development for staff.

	Lever →	Academy Leaders →	Academy Staff	↓
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	**Harmonious climate for learning where all young people can flourish and thrive.**
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

At Oasis Academy Blakenhale, our curriculum is built around our vision – '***Healthy Bodies, Healthy Minds – Promising Futures***' – and the development of mental and physical health and well-being In our academy we are intentional in providing as many opportunities to enrich the lives of our pupils as possible and our students are encouraged to develop their character and resilience by taking part in our wide-ranging Enrichment Curriculum and reflect on their own – and others' – character through the lens of our Academy's Vision, the Oasis 9 Habits and our SMSC Curriculum.

Teachers ensure these characteristics are embedded in the curriculum and progressively built on over time to develop students' understanding of their learning: through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities et cetera.

Oasis Ethos and the 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of life and culture and every Academy Hub and community. See https://www.oasiscommunitylearning.org/who-we-are/vision-and-values for more information.

Inclusion, ***equality***, ***healthy relationships***, ***hope*** and ***perseverance*** permeate all aspects of the life and culture of each Oasis Academy and the organisation as a whole.

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental to our approach to inter-personal relationships and underpin all actions, approaches and interactions in the management of student behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding of and tolerance for each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other. Embedded within our behaviour approach, the 9 Habits are used as a de-escalation tool and also as a source of reflection once self-regulation has returned.

LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

The 'personal development curriculum' consists of everything 'outside' of the academic curriculum, and covers:

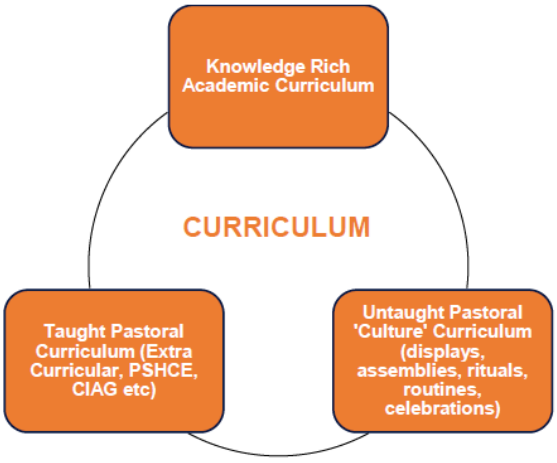
1) *The 'taught' character curriculum, which includes:*

- The **Oasis Ethos** values and 9 habits;
- **CEIAG** (careers education, information, advice, and guidance);
- **PSHCE** (physical, social, health, team work skills, cultural education and RE);
- **Enrichment activities** (e.g. trips and visits, our bespoke Enrichment provision, et cetera);
- **Extra-curricular programmes** (e.g. before- and after-school clubs, football leagues, dance and gymnastics competitions et cetera);
- The **THRIVE** Programme.

2) *The culture created by staff behaviours and the systems and routines of a school.*

- This is less tangible and may be seen in the way assemblies are conducted, in class and family time, in corridor conversations and in signs and symbols around school. This is often summed up as 'the way things are around here'.

The Oasis curriculum can be summarised by the following diagram. There are three equally important parts of our Oasis curriculum model. In this policy we are focussing primarily on the 'taught' pastoral curriculum and the culture created in schools.



LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES & ROUTINES

Aims

Positive Behaviour is a necessary part of the provision we make across the Oasis Blakenhale Academies' Primary Phase to create and maintain an orderly working environment in which all members of the Academies' community feel safe and secure.

Aims of our Positive Behaviour Policy:

- To encourage a calm, purposeful and happy atmosphere within and across the Academies;
- 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 consistent approaches to behaviour throughout and across the Academies' primary phase, 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 aim to create a welcoming happy, safe, caring and positive environment where children and adults show consideration for each other and their environment. This requires children to be responsible for their own behaviour and be aware of the effect their behaviours – both positive and negative – can have on others as well as themselves.

Teaching Positive Behaviour

Across the Oasis Blakenhale Academies' Primary Phase, we believe that positive behaviour in children stems from the Oasis 9 Habits and learning the core skills and abilities identified in our curriculum. The core skills and abilities are:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Fairness
- Attention
- Co-operation with adults
- Collaboration with other children
- Sociability
- Empathy
- Perseverance
- Honesty

As members of staff, we aim to work together to create a united, positive ethos and a consistency in our approach. We all take responsibility for the behaviour of all the children across our Academies.

Expected Behaviour

High standards of behaviour are expected at all times. Children should:

- Show consideration and be kind, polite and respectful towards each other and everyone around us;
- Support each other, through team work, within the classroom and on the playground;
- Show concentration in their tasks and work quietly when appropriate;
- Do their best and make a sustained effort with all their learning;
- Be open and honest;
- Listen to each other, to teachers and to all adults in the school;
- Take care of the school environment.

Throughout the school, the emphasis is always on **PRAISE, ENCOURAGEMENT** and **POSITIVE REWARDS.**

Positive consequences may be at individual, group or class level and include the following:

- A feeling of achievement and pride;
- Verbal praise from other members of the Blakenhale community;
- Class or year group reward structure (e.g. table points);
- Carrot Tokens;
- Chosen for celebration assembly recognition;
- End of term: Certificates e.g., reading, times tables, homework, attendance & punctuality.

Class Charter

At the beginning of each school year, all class teachers will spend time with their children discussing the behaviours that we expect to see across our Academies. This will include discussion of the kinds of behaviours that will bring about rewards and those that could result in 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 a class charter which each class has ownership of.

Positive Consequences (Rewards)

Across Oasis Blakenhale Academies' Primary Phase we believe that children should be encouraged to behave well and work hard and we use a number of positive reinforcements to foster good behaviours for learning. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. The following list of positive rewards is not exhaustive:

- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise/positive affirmation;
- Showing work to another teacher, a Year-Group Leader, or member of the ALT;

- Stickers;
- Certificates;
- Letter home/telephone call/text to parents;
- Displaying work;
- Positive and constructive comments written on the child's work;
- Child selected for an End-of-Term Award;
- Good work assemblies;
- Carrot tokens.

The Carrot Token system is the Academy's main cross-cohort system and is explained in more depth below.

The Carrot Rules

Who can give carrot tokens out?

- Classroom teachers (except if a child is in your class);
- Teaching assistants (except if a child is in your class);
- Executive Principal;
- Deputy Principal;
- Assistant Principal;
- Dinner supervisors;
- Office Staff;
- Site Managers;
- Any visitors entering the school;
- Cleaning staff;
- Kitchen Staff.

What can a pupil get a token for?

- Good manners;
- Showing courtesy;
- Leaving a door open for another person;
- Talking about their learning;
- Being respectful to others;
- Being respectful to school equipment;
- Helping;
- Dealing with a negative situation in a positive way;
- Producing carrotastic work!

Carrot token Collection

- If a pupil receives a token then they have put it straight into the class carrot collection box.
- Carrot tokens will be counted once every month.
- Class winners will be told in the celebration assembly (see Assembly Rota).
- The class with the most tokens will win an afternoon off-timetable and £20 to spend on a prize of their choosing.

Responsibilities and Monitors

Children are given responsibility across the Academies as Class Monitors et cetera and as elected representatives (one from each class) to the Academy Council and our Sport Council. Where the emphasis lies in fostering independence and reliability, these responsibilities may be changed on a termly basis.

Negative Consequences (Sanctions)

In order to discourage children from making poor behaviour choices, we believe it is important to teach them positive behaviours. If a child misbehaves, staff will ask the child to stop the behaviour and will discuss the incident with all those involved. Staff encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At Oasis Blakenhale Academies' Primary Phase we do this via a system of logical consequences designed to teach children that there is a consequence for inappropriate behaviour. Such consequences are linked to the inappropriate behaviour and are set within the context of the Academies' community.

A 'tiered-response' Behaviour Plan

General

The 'Tiered-response Behaviour Plan', on which this policy has been based, recommends three general approaches to behaviour across the Academies:

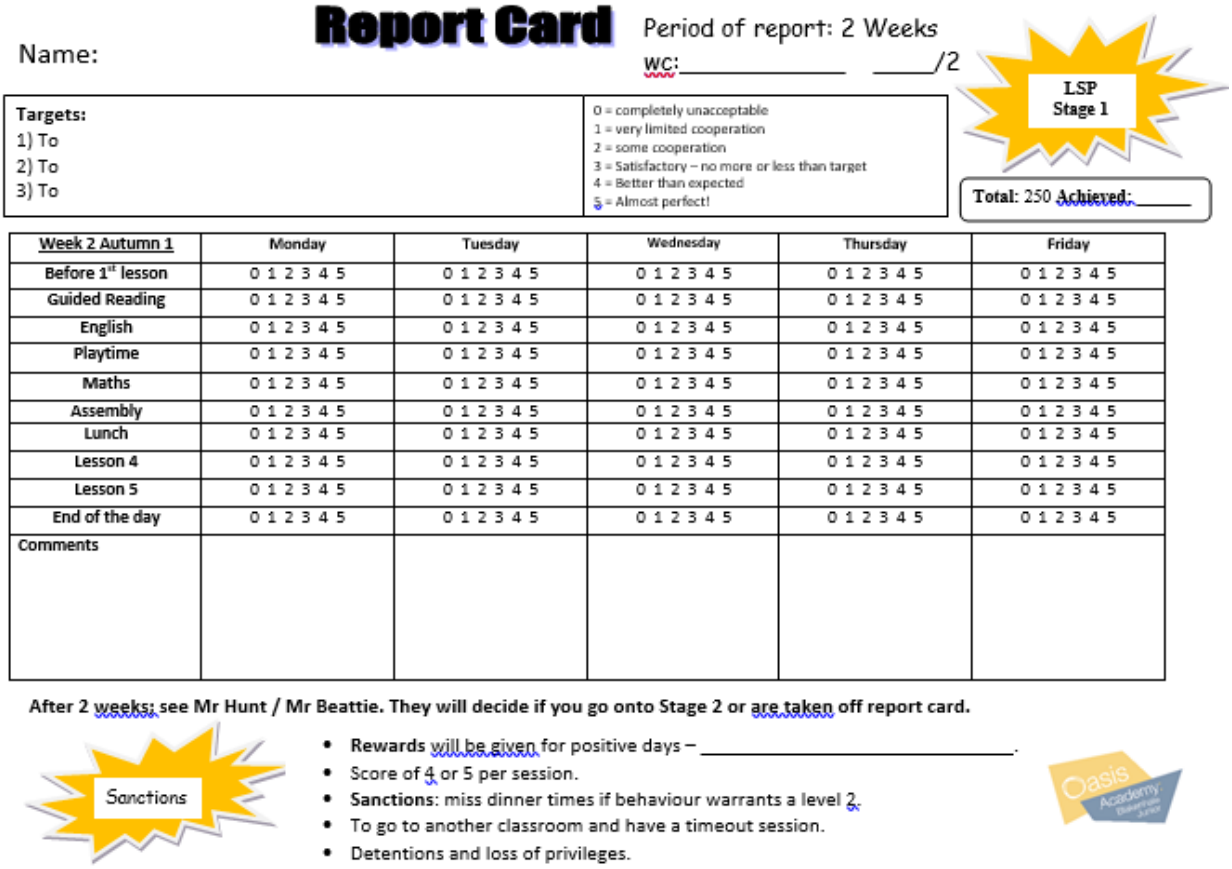
- Children's behaviour is central to the learning process and is an intrinsic element of education;
- Problems in behaviour in educational settings are usually a product of a complex intervention between the individual, school, family, community and wider society;
- Social interaction based on mutual respect is a fundamental basis for an educational environment in which optimal success can be achieved.

Specific

Children with additional needs showing negative behaviours will be identified through early intervention and targets set as part of a Behaviour Support Plan which is consistently adhered to with specific consequences to address negative behaviour and modify it. The Academy's Assistant Principal, class teacher and parent/carer will help write this plan. The Academy also recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

- The school's special educational needs co-ordinator will evaluate students who exhibit challenging behaviour to determine whether or not they have any underlying needs that are not currently being met.

- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing some students with the support that they need.



Report Card

Name:

Period of report: 2 Weeks

WC:_____ _____/2

LSP Stage 1

Targets:	0 = completely unacceptable 1 = very limited cooperation 2 = some cooperation 3 = Satisfactory – no more or less than target 4 = Better than expected 5 = Almost perfect!
1) To 2) To 3) To	

Total: 250 Achieved: _____

Week 2 Autumn 1	Monday	Tuesday	Wednesday	Thursday	Friday
Before 1st lesson	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Guided Reading	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
English	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Playtime	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Maths	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Assembly	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunch	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lesson 4	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lesson 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
End of the day	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Comments					

After 2 weeks: see Mr Hunt / Mr Beattie. They will decide if you go onto Stage 2 or are taken off report card.

Sanctions

- Rewards will be given for positive days – _____.
- Score of 4 or 5 per session.
- Sanctions: miss dinner times if behaviour warrants a level 2.
- To go to another classroom and have a timeout session.
- Detentions and loss of privileges.

There is a traffic light system displayed in class, which ranges from gold through to silver, green, amber and red. This will be used to indicate where the children are in terms of their behaviours throughout the day. Wherever possible, adults in our academy 'head-off' behaviours before they escalate using a variety of de-escalation and diffusion strategies to reduce the impact of poor behaviour. De-escalation and diffusion strategies include, but are not limited to:

- using non-verbal cues;
- allowing adequate personal space;
- using active listening;
- using the Vital Relational Functions (VRFs) from Thrive training to Attune, Validate, Contain, Soothe or Regulate students emotions and behaviours*;
- adopting a non-threatening body stance and body language (open, relaxed with hands down);
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress);

- problem solving with the student to address the cause of escalation (if safe to do so);
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language (or student's preferred method of communication), focusing on appropriate behaviours and responses rather than inappropriate ones;
- distracting the student from the trigger or 'perceived threat' by discussing another topic they are interested in;
- providing limited options to help the student feel they are still in control of their decisions;
- going to an alternative space with the student, removing the 'perceived threat' and/or triggers;
- the use of any individual techniques on a child's Risk Reduction or SEND plan;
- using reflection tools (see the Oasis 9 Habits De-escalation Tool below) to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour.

*The Thrive Approach

Attunement	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
Validation	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
Containment	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
Soothing	Be alert to how they are feeling and calm and soothe their distress
Regulation	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.

Oasis 9 Habits De-escalation Tool

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

We understand, however, that it is sometimes necessary to escalate responses and sanctions. The Behaviour Plan offers a three-tier approach to intervention in individual behaviours. The process at each level is detailed below. These lists are not exhaustive.

BEHAVIOUR:
LEVEL 1

- Being disrespectful to adults or other pupils;
- Not responding to instructions;
- Deliberately distracting others from their learning;
- Talking at inappropriate times;
- Telling lies;
- Disrespecting the school environment;
- Refusing to work;
- Forgetting PE kit;
- Not wearing the correct school uniform;
- Non-completion of homework;
- Bringing toys or other inappropriate items into school.

Level 1 class incidents should be recorded by the class teacher in the class behaviour folder.
Parents/carers should be informed if persistent level 1 behaviours occur.

Negative consequences – Level 1

- **Verbal warnings.**
- **Discussion of behavior with class teacher/other adult.**
- **Repeated Level 1 behaviour in the same lesson = TIMEOUT in a parallel class. The pupil should bring their work, so that their learning is not interrupted. If a parallel class is not available then the child goes to the Year-Group Leader.**

If repeated Level 1 behaviour continues, the appropriate Year Group Leader, SENCo and Assistant Principal will be informed. A Behavior Support Plan (BSP) may be started with the pupil and parents will be informed.

BEHAVIOUR:
LEVEL 2

- Persistent/repeated Level 1 behaviours;
- Deliberately damaging the environment or items within the environment of the Academies;
- Spitting;
- Continued disruption / defying instructions;
- Swearing;
- Leaving class without permission;
- Aggressive physical or verbal behaviour with intent to harm;
- Stealing.

Investigation into Level 2 incident completed by class teacher.
Pupil Incident Report forms to be completed and signed by all pupils involved or witnessing the incident.
The adult who is issuing the Level 2 should also complete and sign a Staff Incident Report form.
The appropriate Year-Group Leader authorizes the Level 2 sanction and logs the incident on the Academy's Behaviour Tracking System.
The forms are to be kept in the class behaviour folder.
Contact to be made with the pupil's parents or carers to discuss behaviour: either a phone call home or a discussion at the end of the day.

Negative consequences – Level 2

- **Parents informed.**
- **Lunchtime detention: the pupil will be brought to the dinner hall by a TA from their year-group. The pupil will then be returned to a designated classroom within their year-group for the remainder of their lunch time.**
- **Loss of other privileges.**
- **Continued Level 2 behaviour could result in a BSP.**
- **Assistant Principal and SENCo monitor the pupil's behaviour.**

BEHAVIOUR:
LEVEL 3

- Persistent fighting;
- More serious acts of aggression;
- Assault on staff;
- Other offences deemed serious;
- Severely disruptive in school;
- Verbal, sexual, racial or homophobic abuse of other children/adults;
- Persistent harassment/bullying of other children;
- E-bullying (inappropriate use of email)/texting/internet messaging);
- Placing self, other children and adults at risk;
- Excessive numbers of Level 2 sanctions.

Dealt with by Assistant Principal; outcome validated by Deputy Principal. Executive Principal to be notified.

Negative consequences - Level 3

- **Parents informed - this level of behaviour will warrant either an isolation or an exclusion (in or out of the Academy).**
- **Loss of privileges.**
- **Sent to AP (YGL if AP is not available).**
- **Parents asked to come into school, or contacted by telephone and a letter sent home.**
- **The BSP is continued and reviewed by the class teacher, child and *SENCo/AP. (DP/EP informed.)***

These instances may result in a one day exclusion (or more) and loss of privileges, or *a longer fixed term exclusion or permanent exclusion*

Level 2 and Level 3 incidents

All witnesses to negative behaviours must complete Incident Report forms. These forms are used as the basis for investigating more serious incidents, although adults will also speak to pupils involved. Once dealt with, incidents are recorded on the academy's Behaviour Tracking System. This enables tracking and analysis of the types, causes and patterns of behaviour across the Academies and strategic planning to reduce incidents and risk.

Before a BSP is set up, the class teacher will informally invite the parent/carer into the Academy to discuss any issues. The year group leader should also be present. If negative behaviour continues then a formal meeting will be arranged and the Assistant Principal will be present. A BSP will be discussed, setting individualised targets and a positive reward for achievement of the agreed targets.

Behaviour Support Plan

These will be set up to monitor and support the behaviour of children considered to be a cause for concern.

BSP – Stage 1
The class teacher will inform parents/carers that their child's behaviour is causing concern. Parents/carers will be invited into the Academy to discuss the concerns and how to move forward. Stage 1 BSPs will run for a two-week period and are reviewed regularly, with reward given when appropriate. If the child's behaviour does not improve then the BSP can be extended for another week (at the discretion of the AP) or the child will be moved to Stage 2.

BSP – Stage 2
A meeting will take place between the SENCo, AP, Class Teacher, parents/carers and child to set up a Stage 2 Behaviour Support Plan. The Stage 2 BSP runs for a period of two weeks, after which it will be reviewed. The pupil is to report to the AP at breaktimes, dinnertimes and in the afternoon with their Report Card, to discuss their behaviour. At this point, further sanctions (e.g. loss of break or dinnertimes) may be put in place to address specific incidences of poor behaviour. If the child's behaviour shows improvement over the course of the Stage 2 BSP, they will be removed from it. If behaviour does not improve, the Stage 2 BSP will be escalated to a Stage 3 BSP.

BSP – Stage 3
In any case where a Stage 3 BSP is necessary, a meeting will take place between the SENCo, DP, Class Teacher, parents/carers and child. At this point, the pupil may be placed on a reduced timetable – the specifics of which to be agreed with parents/carers. Referrals may be made to outside agencies for advice/support regarding behaviour management strategies and/or family support and a Pastoral Support Plan (PSP) will be created. If a child is on a Stage 3 Behaviour Support Plan, they automatically lose additional privileges (e.g. break and dinnertimes). If the pupil's behaviour does not improve, further reductions in timetable can be implemented and, if necessary, permanent exclusion considered.

Pastoral Support Plan

Pupils in danger of exclusion will be referred for behaviour support from BSS and put on to a Pastoral Support Plan in accordance with advice.

<u>Provision for dealing with lunchtime behaviour</u>

- During wet dinnertimes, dinner supervisors are allocated a class. They are expected to manage the behaviours of the children and deal with incidents, both positive and negative.
- Dinner supervisors are to speak to class teachers at the beginning and end of lunch time to share information about any child that will support their lunchtime behaviour and about any incidents that may have occurred over lunchtime.
- More serious incidents are logged in the Behaviour Book and will be dealt with by the AP/YGL. Refer to *Behaviour: Level 2/Level 3 for more details*.
- Any incidents are written up on a Pupil Incident Report form. Incidents witnessed by staff are logged on a Staff Incident Report form.
- Incidents will be investigated by the Lunchtime Supervisors and followed up by YGLs as per the Behaviour Policy. Parents/carers of any child involved in an incident which requires a sanction will be informed of the incident either by phone or a face-to-face conversation with the class teacher after school the same day.
- Repeated disruption during break or lunch times may warrant a lunchtime exclusion. If this is the case, parents/carers will be given notice that this will happen. If the child is entitled to a free school meal he/she will go home with a packed lunch, which will be provided by the Academy.
- Intervention groups will be set up for pupils who have been identified as struggling with the outdoor environment.
- For immediate sanctions at lunchtime, pupils may be asked to stand out, thereby missing some of their free time.

The lunchtime supervisors follow the same three-tier behaviour plan as all staff in the Academy. Where children are showing signs of positive behaviour, messages are passed onto the class teacher and carrot tokens, or other class reward systems, can be given.

Involving Parents

We encourage parents to take an active part in the life of the Blakenhale Academies. We believe this is essential to establishing trusting relationships, which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in each Academy prospectus and through curriculum/transition meetings and newsletters.

Responsibilities

Staff Responsibilities

There is an expectation that all adults working within the school are able to:

- Treat all children fairly and with respect;

- Help all children to develop their full potential;
- Provide a challenging, interesting and relevant curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Form positive relationships with children, parents and other adults;
- Recognise and value the strengths of all children;
- Offer a framework for teaching the personal, social and emotional skills and abilities that underpins the Academies' positive behaviour policy and procedures.

Parents' Responsibilities

Parents and carers have an active part to play in shaping the behaviour of their children and are therefore expected to support the Oasis Blakenhale Academies' Positive Behaviour Policy. Parents should:

- Make children aware of appropriate behaviour;
- Encourage independence and self-regulation;
- Show an interest in all their child does in the Academies;
- Support the Academies in implementing this policy;
- Be aware of the cross-Academy rules;
- Adhere to the Home/Academy contract.

Children's Responsibilities

Pupils also have an active role to play in shaping the behaviour in the Academies and are expected to:

- Do their best at all times;
- Actively engage with and contribute to their own learning;
- Treat others, their belongings and the environment with respect;
- Show consideration for others;
- Consider the effects of their actions on others;
- Adhere to the home/academy contract;
- Follow the expectations for behaviour and rules within the Academies.

LEVER 4: BEHAVIOUR TRAINING & PROFESSIONAL DEVELOPMENT

Training and Professional Development: Academy Leaders

- Leaders ensure that, through CPD, staff understand and embody the Oasis ethos and values;
- Leaders use a range of evidence (for example, attendance and behaviour data, students' work, student voice, the observation of pastoral staff) to assess the effectiveness of pastoral learning;
- Pastoral staff have clear, precise developmental targets and review conversations are focused, practical and enabling.

- Leaders act swiftly whenever and wherever less-effective practice is identified. They provide robust support and challenge, which may include intensive and regular observation, coaching and training.
- Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.
- Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.
- Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.
- Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.
- Leaders make effective use of a range of Trust expertise – for example, the Monitoring Standards Team, the Directory of Best Practice, Regional Improvement Networks and our National Lead for Pastoral Innovation – to help secure more rapid improvements in the quality of students' pastoral learning.
- Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability. This includes resourcing strategies that close the gap between the most and least advantaged (including LAC) in terms of attendance, exclusion and destinations. For SEND, the focus is on inclusion, integration, high quality learning and preparation for the next phase of education, employment or training.

Training and Professional Development: Academy Staff

In keeping with the Academy Development Plans, in-service training needs will be identified and addressed within the Academies' financial constraints. In addition, members of the Academies' Leadership Team will endeavour to ensure that staff are made aware of all relevant and available in-service training.

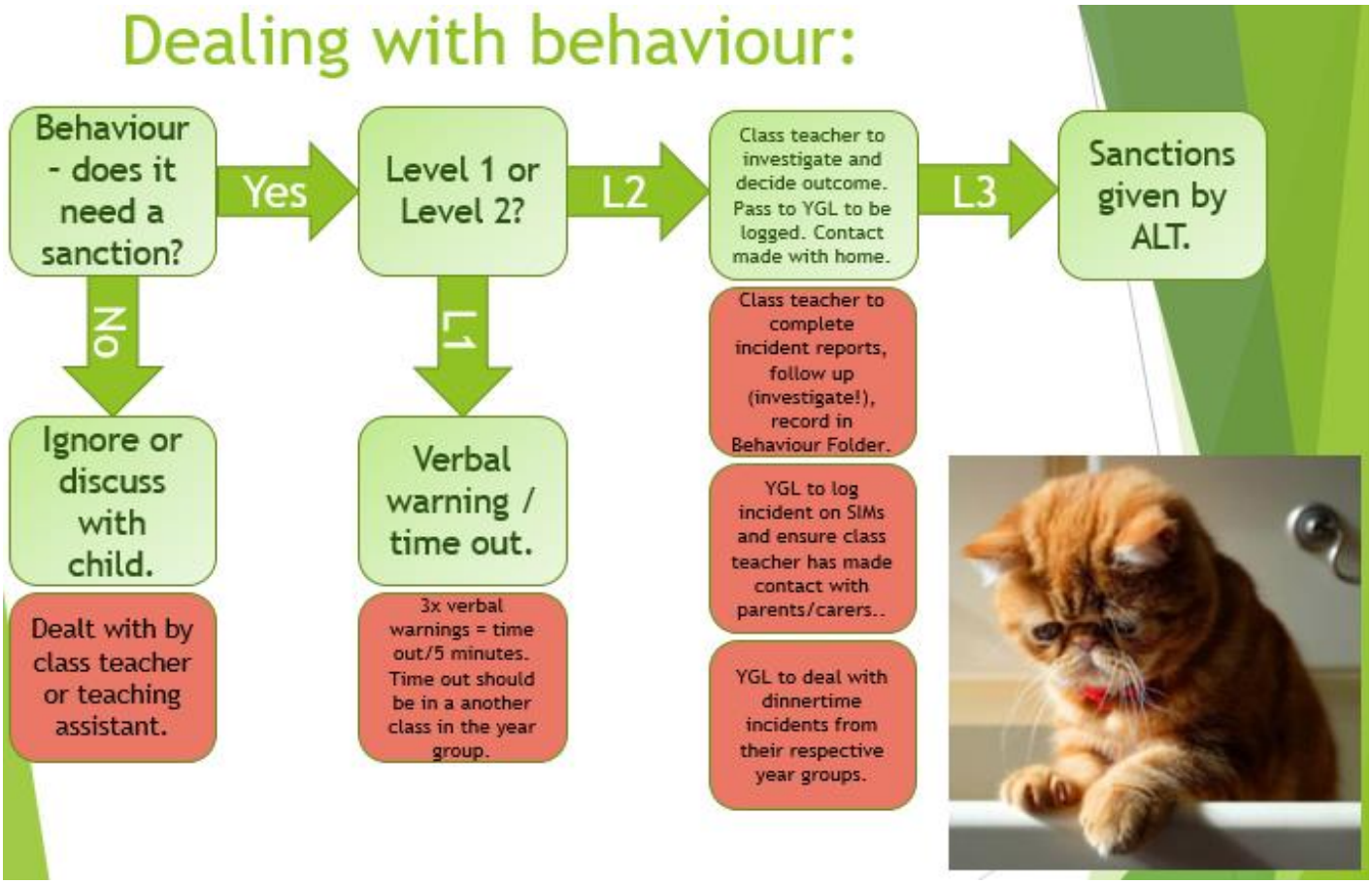
To ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development staff should engage with expert/specialist training where necessary on the following areas:

- Managing an investigation of an incident;
- Physical restraint training;
- Attendance systems/structures;
- Reintegration following fixed term exclusions;
- Effectively completing reports/data tracking systems;
- Impactful parent meetings;
- Multi-agency meetings;
- Training on child and young person's mental health and well-being;
- Preventing and dealing with bullying;
- Sexual orientation, gender identity and LGBTQ empowerment.

<u>Acts of aggression and/or violence</u>

Acts of aggression and/or violence are not accepted and the Academies reserve the right to ban aggressive individuals from the premises and/or contact Stechford Police Station when it is deemed necessary that an incident warrants police intervention.

Dealing with behaviour – decision-making process:



Behaviour System (at a glance)

Class teacher

Depending on the severity, it is important that class teachers aim to deal with behaviour using a variety of their own strategies that suit their needs, within the behaviour policy levels and the Academies' reward systems.

Year Group Leader

If a child continues to break Academy/class rules, then they should be taken to the Year Group Leader (at an appropriate time) who will, alongside the class teacher, discuss the level of inappropriate behaviour. Contact is made with parents/carers.

Assistant Principal

Children must be escorted to the AP when the above line-management has taken place. If a serious incident occurs, the AP can be contacted to attend the situation. If they are not available, then the children must be escorted to the Year Group Leader.

Deputy Principal

The DP will notify the EP, when necessary, of any serious issues. If the DP is unavailable then the AP will seek intervention from the EP.

***Please note that in all situations whereby an incident or repeated demonstrations of inappropriate behaviour have occurred, written accounts must be made by staff and pupils. These need to be placed in the *class teacher's* behaviour folders. Level 2 and Level 3 incidents to be recorded on the academy's Behaviour Tracking System by YGLs/AP.**