Oasis Academy Limeside
Localised Behaviour Policy

Oasis Academy Limeside: a place where everyone SHINEs with possibility.

September 2023

OAL Behaviour for Learning Policy

Localised Version 2.2

Drafted September 2023

This policy should be read alongside the OCL Behaviour for Learning policy, which includes more detail around the four levers from a trust perspective

Introduction

Oasis Academy Limeside, as part of OCL, is committed to developing the community, character and competence of every learner, in line with our Oasis 9 Habits, so that all children benefit from an exceptional education.

This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our pupils learn to:

- take responsibility for their own behaviour and choices, understanding the impact they have on others;
- develop positive learning behaviours including self-direction, resilience and self-control;
- self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty;
- develop strong dispositions and attitudes to their own and others' learning and well-being;
- understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century;
- develop their ethical approaches and values in their lives.

Oasis Statement of Intent

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 can 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.

The curriculum intent document can be found here:
https://www.oasisacademylimeside.org/curriculum/the-oasis-curriculum

OASIS ACADEMY LIMESIDE VISION

Vision and Values: Academy Staff

All Academy staff must embody, embrace, understand and embed the vision and values of their Academy in all that they do:

- Academy staff talk regularly to students about the vision of the Academy and what it means to each student individually
- Academy staff weave the values and vision of the Academy into all pastoral and learning interactions with students
- Academy staff use the vision and values as a reference point when making decisions around behaviour, curriculum, lesson planning, assessment, pastoral conversations etc

PERSONAL DEVELOPMEMT 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. Underpinned by a focus on character, competence and community, our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

To achieve the vision, pupils need to develop both competence **and** character. Academic and pastoral curricula do not sit in isolation, they complement each other, and support the vision. They are equal in importance.

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

1) The 'taught' character curriculum:

- The **Oasis Ethos** values and 9 habits

- **CEIAG** *(careers education, information, advice, and guidance)*

- **PSHCE** *(physical, social, health, teamwork skills, RE and cultural education)*

- **Enrichment activities** *(eg trips and visits, non-curricular courses or workshops, etc)*

- **Extra-curricular programme** *(eg. before- and after-school clubs and societies)*

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

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

We follow the Oasis PSHCE curriculum which underpins our behaviour for learning strategy.

PRINCIPLES OF BEHAVOUR REGULATION AT OASIS ACADEMY LIMESIDE

Rationale

At Oasis Academy Limeside, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our core belief in behaviour management is grounded in the belief that we can develop our ability to self-regulate our emotions and behaviour. Relationships between adults and children are integral for this to occur. Through co-regulation of feelings, children can learn to become more independent and develop self-regulation.

Our policy is to embed a trauma-informed approach to behaviour. It incorporates 5 core principals;

1. Relationships, empathy and feeling safe take precedent over other means of discipline
2. Discipline represents an opportunity to teach and nurture at Limeside we do this using repair and reflect sessions
3. We aim to understand the function behind a behaviour through a graduated response
4. The child or young person is separate from their behaviour and it is understood by all that behaviour is a form of communication
5. Routines help people to feel safe, but some children and young people need differentiation within an overall structure

The role of the trust

Under the direction of the National Director, The Monitoring and Evaluation Team will evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director. The Regional Director is responsible for monitoring the effectiveness of each Academy's behaviour protocol and holding the principal to account for its implementation.

The role of the Principal

The principal retains overall responsibility for reviewing and approving this behaviour policy. The principal may delegate responsibility for leading Behaviour and Attitudes to a member of the ALT. The designated lead for Behaviour and Attitudes will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and they will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The role of staff

Staff at OA Limeside have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. The staff at OA Limeside develop empathetic relationships with pupils and ensure that school expectations are applied fairly. Staff model and expect high standards of behaviour in and around the school and expect the children to work to the best of their ability showing that they care. School staff are social, emotional, and learning models for the children and use emotion coaching to help pupils to co-regulate to achieve their best. All staff will identify, promote and praise the expected standard of behaviour whilst also challenging any and all behaviour that falls short of out standards.

Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will also challenge pupils if they are not meeting the school's expectations and maintain the boundaries of acceptable conduct using appropriate meta-language that redirects and teaches them correct behaviour at the same time. E.g.

"Stop. I can see you are not being safe, let me help you."

"I can see that you are not yet ready to learn, let me help you."

'Doing that is not kind, why don't you do this instead."

The role of parents

At OA Limeside, we acknowledge the important role that parents play in promoting positive behaviour. We aim to work in partnership with parents and establish a shared understanding of the academy expectations. We aim to work with parents to achieve a shared approach and consistency between home and school to support their child's emotional and behaviour development.

Our Expectations

At OA Limeside we have three expectations:

• We are ready to learn
• We are kind
• We are safe

The expectations are displayed around the school and referred to constantly by all staff at points throughout the school day. Simple language is used and understood by all, enabling every child to own the expectations for themselves.

Each classroom has a regulation station, which provides the children with a specific, safe area that they can go to or be directed to. Resources and prompts support their emotional regulation along with adult discussion to understand, regulate and reflect on their behaviour and underlying feelings. A QR code link to a simple reflection questionnaire (or paper version) will also be available for pupils to help them reflect.

Positive rewards

Positive rewards and reinforcement are given to and shared with the children throughout the day. Rewards will be applied clearly and fairly to reinforce routines, expectations, and norms of the academy's behaviour culture. The aim is to promote confidence, motivation and to help pupils develop self-regulation and supports pro-social behaviours. These include:

1. Verbal praise and personal feedback on behaviour and engagement

2. Dojo points - pupils can earn points by demonstrating the school's expectations and Oasis 9 habits. Pupils will be able to collect dojo points and redeem them for prizes for small prizes. In addition, each term pupils who collect 1000 points will be able to attend a reward event (e.g. Commando Joe's; Tea Party; Movie afternoon. Once points have been earned, they cannot be taken away).

3. Marbles in a jar - to work towards a whole-class reward (e.g. extra play, time in the immersive room etc.)

4. Sharing learning with other teachers, classes, ALT and with parents via class dojo.

    1. In addition, each class will have a learning journey, with pupil's learning demonstrating the school values will be displayed.

    2. There will also be a display of pupils' learning outside the leadership office to celebrate exceptional effort and/or improvement for a pupil. When a pupils' learning is placed on the celebration wall, the parent will receive a postcard (through dojo) informing them with a picture of the learning.

5. Celebration Assembly:

    1. Show and tell achievements from outside of school

    2. Wizard learner award for pupils demonstrating excellent learning

    3. SHINE award for pupils demonstrating one of the SHINE principles - Socially responsible, High Achieving, Independent, Nurturing, and Empowered to meet life's challenges

    4. Power for Good - Pupils can nominate peers for demonstrating their 'power for good' to make a positive change in the school community. Winners will be selected by the Mini SLT.

6. Sharing positive news with parents (dojo message, postcard, verbal)

Responding to misbehaviour

When behaviour falls short of our high expectations, we will respond predictably, promptly and assertively. The aims of the response to misbehaviour will be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, support pupils to understand their behaviour and support them to self-regulate, and prevent the recurrence of misbehaviour. All staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will be used to help prevent further behaviour issues arising and recurring. Staff will use pre-agreed scripts and phrases to help restore calm. E.g.

"Stop. I can see you are not being safe, let me help you."

"I can see that you are not yet ready to learn, let me help you."

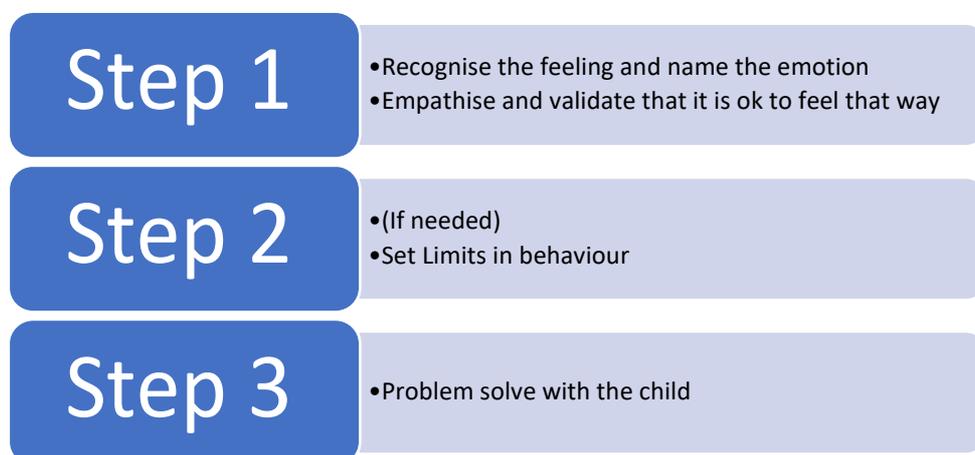'Doing that is not kind, why don't you do this instead."

For children with bespoke behaviour support plans, staff will know how and when to intervene and act accordingly.

Emotion Coaching

At OA Limeside we will use emotion coaching 60% of the time to support children to understand, regulate and reflect on their behaviour and feelings. We advocate that parents use this method too and where possible, hold training workshops for parents to share their experiences and learn more about the approach.

60% is a realistic figure due to the time needed to dedicate to emotionally coach a child and in acknowledgement of different behaviour situations. For example, staff would need to react very differently to immediately stop a dangerous behaviour. The emotion coaching technique to stop a child from running across a road or jumping out of a tree is not appropriate and not immediate enough to protect a child from harm. However, Emotion Coaching would be used to reflect on the behaviour after this kind of reactive behaviour event.

We use a 3-step approach to emotion coach and manage 60%+ of behaviour:

Step 1	•Recognise the feeling and name the emotion •Empathise and validate that it is ok to feel that way
Step 2	•(If needed) •Set Limits in behaviour
Step 3	•Problem solve with the child

Step 1

We recognise the child's feeling and empathise with the feeling and not the behaviour, which helps to acknowledge the feeling with them. We verbalise and label the feeling with the child, which validates to the child why they might be feeling that way and that it is ok to feel that way. We use zones of regulation that all feelings link to, this supports the children to identify how their feeling links to an emotion. We acknowledge that the adult needs to make a connection with the child before any correction can occur. This is key to this first stage.

Zones of regulation

Not ready to learn	Able to learn	Loss of some control	Out of control
Sad, sick, tired, hungry, lonely	Happy, focused, proud, joyful	Worried, disgusted, cross, frustrated, embarrassed, jealous	Fear, anger, distress

Step 2

We then set limits on the behaviour, discussing that although it is ok to feel a particular way it is not ok to then .... We believe that there needs to be rapport between the child and adult before any reason can be unpicked and discussed. This is crucial to this stage.

Step 3

We would then aim to problem solve with the child supporting them to identify how to make the situation better, identifying what needs to happen next as a result. This aims to empower the child to do something positive about their behaviour and supports them to self-regulate if faced with a similar situation in the future. The more exploration and modelling of emotional problem solving a child receives the more empowered they become in identifying their own feelings and emotional regulation.

Sanctions for negative behaviour

At OA Limeside, we use consequences and sanctions as a deterrent to misbehaviour, to keep pupils safe, and to support pupils re-engage and improve their behaviour. Where appropriate, staff will consider contributing factors that are identified after a behaviour incident has occurred (e.g., bereavement, protected characteristics, SEMH, SEND, pastoral need). The academy will also put in place any reasonable adjustments and support that may be required by a pupil due to their need. Following the issuance of sanctions 3-9, staff will ensure that parents are informed on the same day.

1. Verbal reminder of expectations (and potential consequence if behaviour continues).
2. Reflection time at the regulation station
3. 5-minute reflection in a different classroom, complete reflection form using QR code
4. Loss of social time (to complete lost learning, to reflect on behaviour)
5. Rectifying damage (e.g., tidying classroom etc., writing a letter of apology etc.)
6. Working with a member of ALT
7. Positive Praise Plan
8. Suspension or fixed-term exclusion (incl. the use of reduced timetables)
9. Permanent Exclusion

Support for pupils

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to responding to behaviour may be differentiated to cater to the needs of the student.

Some children have additional needs within the SEMH continuum, which means that they need a more personalised approach to help them manage their behaviour on a long- or short-term basis. Individual and group provision maps are used to identify strategies and to track interventions. This is always done in collaboration with parents and will normally involve the child being entered on the SEND register.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Serious un-regulated Behaviour

At OA Limeside, it is our philosophy that we will support pupils to develop their ability to self-regulate and make the right choices. However, the academy does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating disruptive behaviour that impacts others.

As an academy, we will make every provision for a child to achieve socially and emotionally but if, despite this, behaviours from a child are unsafe, violent and prevent the efficient education of the other children, fixed term or permanent exclusion may be applied.

We abide by the OCL Exclusions policy and DfE Exclusion from maintained schools, academies and pupil referral units in England, July 2022 guidance and report any exclusions to Oldham Local Authority, Virtual schools (if required) following the local and national guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachmen t_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

All schools must report racial incidents and exclusion. These incidents must be reported to the Local Authority and to the Governing Body. We use Bromcom to report racial incidents and exclusions within the academy and at trust level. In the event of a hate incident, a NOHIB is also completed and submitted to the local authority. The principal (or their representative) will seek advice from the local authority about alleged racial incidents and potential exclusion to validate decision making and liaise with the Chair of Governors.

Please see our Exclusion policy for further information regarding exclusions. The exclusion policy can be found here: https://oasiscommunitylearning.finalsite.com/uploaded/National_Policies/Exclusions_Poli cy.pdf

Bullying

Bullying is a continued action taken by one or more children of targeting another child with the deliberate intention of hurting that child, either physically or verbally or emotionally or online.

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. At Limeside this is encapsulated in our phrase 'STOP" - Several Times On Purpose - as a quick way to differentiate between an isolated incident and bullying.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- 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
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

Bullying is wrong and damages individual children. Staff therefore do all they can to prevent it, by developing a school ethos where bullying is regarded as unacceptable. Children are made aware of different forms of bullying including cyber-bullying. This is made specific reference to in our e-safety policy.

At the academy, we follow OCLs Bullying Policy. Staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Staff emphasise to the children that there is a difference between bullying and simply falling out/friendship issues. This is done through class discussion, PHSE and group social support from our pastoral team. In these sessions, children are encouraged to share their feelings and are reminded how they should deal with incidents of bullying by telling an adult and acting positively should it either happen to them or they see it happening to others.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher in the first instance. These concerns will be investigated immediately by the school. Everyone believes working with the bullied and the bully is essential for moving forward positively.

In the event of a bullying incident the parents of all children involved have communication with the principal and other key staff and a plan of action is decided. A questionnaire of the academy's response will be given to the parents of victims of bullying to enable the academy to evaluate the effectiveness of the academy's response. Bullying can lead to exclusion due to the nature of the behaviour and the impact on the victim. Exclusion is not always an outcome for bullying.

Positive Handling

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all students, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent students from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to students, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Where positive handling is deemed necessary, staff will adhere to the Trust's positive handling policy and follow the principles of Team Teach. The trust's behaviour policy can be found here: https://oasiscommunitylearning.finalsite.com/uploaded/National_Policies/Behaviour_for_Learning_Policy.pdf

See DfE guidance: Use of reasonable force in schools

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others

- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained - if any

The RD should undertake a check on Academy physical intervention records regularly. These should be available on CPOMs.

Individual plans: The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is the norm and not the exception. Such planned physical intervention should be recorded and monitored through the young person's individual plan. In order to link to the Oasis Ethos and 9 habits each plan should link to the habits and involve the student identifying at least one or more of the habits they need to embed as part of their character.

Training: If there is a need in the Academy for physical intervention staff should have regularly updated training. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD. http://www.bild.org.uk/our-services/workplace-training/

Reporting and Monitoring Behaviour across the academy

CPOMS and Bromcom are used to capture and record behaviour incidents. The incidents are monitored and analysed by the lead for Behaviour and Attitudes on a weekly basis from multiple perspectives: at school level, group level and individual staff and pupil level. The behaviour lead will pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide additional support staff. They will also analyse the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010. Patterns, trends and concerns are reported within ALT weekly.

Horizons and Online safety

Every student will be provided with an iPad as part of the Horizons project. The project supports the vision of equal opportunities for all by ensuring equality of access to technology and the resources and knowledge that it facilitates.
The device remains the property of Oasis Community Learning at all times. All users must adhere to the rules around appropriate usage. Failure to do so may result in the device being confiscated or, in some cases, further consequences being imposed.

Issuing

- To get a device, a student must sign a Home Use agreement. If they are unwilling to sign, the device will not be issued to them.
- For the device to be allowed home, the agreement must also be signed by the parent/carer.
- The device remains in the care of the authorised user until they are required to return it. The return of the device can be requested at any time.

Using the Device

- Students are allowed to configure and customise the device as if it were their own, on the understanding that the exterior surfaces of the device and case are maintained in the same condition as when issued to them.
- Students must bring their device, charger and headphones into the Academy every day ensuring that it is fully charged. Failure to do so affects students' learning opportunities and is disruptive for teachers supervising classes.
- Headphones should be wired; air pods are not permitted as they can be used wirelessly in ways that may disrupt learning.
- All students must bring their device to school fully charged. However, opportunities to recharge devices will be provided for those occasions when a lesson activity drains the battery or for older devices.
- There are no spare devices so they will need to work on paper for the day. Parents/carers may also be called and asked to bring the device to the Academy.
- The device will connect automatically to the Academy's Wi-Fi. Students are free to use their own Wi-Fi when at home.

- They are free to use the device at home as if it were their own, subject to the rules around appropriate usage. They can therefore use the device to follow personal interests outside of the Academy.

Online Safety

- Restrictions to certain internet sites will be restricted in line with the behaviour and E-Safety polices of Oasis Community Learning.
- IT Services will deploy security and web filtering software to the devices to ensure that internet access is conducted in a safe manner and users are protected from accessing inappropriate content. Filtering is in place whenever the device is used, whether it is in the Academy or in the user's home.
- The Academy is alerted at any time inappropriate or dangerous activity is detected. Students must be aware of this understand that consequences may be imposed if warranted.
- However, the Academy still requires parents and carers to supervise the safe usage of their child's device. We cannot be held responsible for any activity users partake in on the device whilst at home. We suggest that parents ask their child to keep the device downstairs at bedtime - an ideal opportunity too for the device to be charged overnight.
- All staff, students and parents/carers will be encouraged to download the Safer Schools App - a resource providing up to date advice and support on safe digital use.
- PSHE sessions and assemblies will also cover on-line safety at regular times.

Keeping the Device Safe

- The device will be given to students in a rugged case. The device must be kept in this case at all times.
- Students should transport the device safely using a school bag for additional protection. Devices should never be left unattended - in the Academy or elsewhere.
- The Academy will provide a safe place for devices to be stored at times when they might not be needed e.g. a PE lesson
  The device remains the responsibility of the student at break and lunch. Extra care must be taken at these times to ensure that it is not damaged.
- The device is protected by a four or six digit pin number. The pin should only be known by the user and never shared with others. This pin can be remotely re-set by Oasis IT Services
  if forgotten by the user. When not using the device, students should ensure the case is closed to activate the passcode.
- Users may also choose to make use of the biometric fingerprint reader used to unlock the device. This is optional and the digital representation of the fingerprint is not available to Oasis or IT Services. It is stored only on the device and will be deleted when the device is returned after use.

Damage, Loss, and Theft

- The devices are insured against theft or accidental damage. However, parents/carers may be invoiced for the loss or intentional damage to any device.
- Any damage to or loss of equipment (including the case and charger) must be reported to the Academy immediately. A spare will be issued if any device is

faulty, accidentally damaged,
or stolen.

- Any lost devices will be placed in 'Lost & Stolen' mode which prevents it being used. It also allows the location of the device to be tracked - this information may be passed on to the police.
- If a device is stolen outside of the Academy, parents/carers are required to obtain a valid crime number for the police in order to avoid being charged for a replacement.

Misuse

- The device is a tool for learning. Therefore, access to it will never be used by the Academy as a consequence for poor behaviour unless the incident directly relates to the misuse of the device itself, another student's device or if the incident was perpetrated through the use of the device.
- Any student using the device inappropriately or failing to look after it adequately may have it taken away from them or only be able to use it whilst under staff supervision. The Academy reserves the right to prevent devices being taken home each evening if there are concerns that it is being misused whilst at home.
- In certain circumstances the Academy will also surrender a device to the police in order to assist in the detection or prevention or crime.
- Should an authorised user fail to return a device when requested e.g. when leaving the Academy, Oasis will follow up and may take legal proceedings to recover the costs of a replacement.
- Users are not permitted to take the device outside of the UK without written permission from the Principal.
- The device must be used in the classroom as directed by the teacher - students must listen to instructions and do exactly as requested, including placing the device down and closed when required. Students must not use the device when the teacher gives the instruction, "devices down".

Horizons - Golden Rules

1. Bring device, charger and wire headphones to the Academy every day.
2. Ensure it is charged overnight every day.
3. Keep it safely stored in its case; transport it carefully in a school bag.
4. You are responsible for it - look after it and keep it safe. Report any loss or damage immediately.
5. Remember everything you do on it is tracked - only access appropriate material. There will be consequences if you choose to use it improperly.
6. Ensure you set the 6 digit password (and biometric fingerprint if you wish). Never leave the i-Pad unattended without closing the case.
7. Follow all teacher instructions on using the i-Pad in class. The words "devices down" indicates that it must be placed on the desk and left alone for that part of the lesson.
8. You must upload the Safer Schools App - this will give you important and regular safeguarding updates.
9. The i-Pad remains the property of Oasis. It must be returned whenever requested

STAFF TRAINING

At Oasis Academy Limeside, we believe that high quality teaching and learning are the key to managing behaviour. By providing a personalised, relevant and stimulating curriculum, with planned opportunities to develop character and values, which takes account of individual's needs and ability, we minimise the likelihood of most children needing additional behaviour strategies.

Staff receive regular training throughout the year in different formats. These sessions are delivered on staff training days, staff briefings, department or year team briefings and during twilight staff meetings.

In addition to these sessions staff are invited to request further training should they feel they need it. Further training is also offered if it is identified at any point throughout the year rather than awaiting a scheduled training slot and staff are signposted to expertise when needed.

All new staff receive training on the academy's and Trust's ethos, systems and structures in relation to behaviour to ensure they understand and embody the Oasis ethos and values. All staff contribute to annual visioning days.

To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.

Academy Leaders	• Leaders receive ongoing training on using academy data systems to ensure behaviour monitoring is robust and effective. Leaders ensure that through CPD staff understand and embody the Oasis ethos and values • 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 ensure that all staff know exactly what they need to work on in order to improve the climate for learning • Leaders engage in research to disseminate best practice and key knowledge to all staff • Leaders make effective use of a range of Trust and local expertise • Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and additional needs and attendance
Academy Staff	• Request and engage with expert/specialist training where necessary • Work closely with parents and other agencies • Understand and apply the academy behaviour systems consistently, fairly and calmly • Model the academy and Oasis ethos and values • Are committed to supporting learners and removing barriers to learning • Share expertise and experiences • Learn to notice and praise positive behaviours and de-escalate and diffuse potential unacceptable behaviour incidents • Teach good behaviour strategies and be clear about expectations to create a positive climate for learning • All staff are trained internal on the laws and legislation around using reasonable force in schools.

Links with other policies

OAL Behavior for Learning policy is linked to the following policies:

- OCL Behaviour for learning policy
- OCL exclusions policy
- OCL anti-bullying policy
- OCL Attendance policy
- OCL SEND policy
- OCL e-safety policy
- OCL online safety curriculum policy
- OCL Curriculum statement of intent
- OCL staff code of conduct
- Oasis 9 habits

Legislation and Statutory Requirements

This policy and localised protocols developed in OCL Academies must follow advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting students with medical conditions at school

Localised Behaviour protocols must also be based on the special educational needs and disability (SEND) code of practice.

In addition, this policy and localised protocols must be based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that Academies should publish their behaviour policy and anti- bullying strategy online - to ensure that staff, students and parents are informed

References:

The following books and research have been used to underpin the behaviour regulation policy at Oasis Academy Limeside:

Brighton and Hove Council (2018). *Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools*. Retrieved from https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20- %20Sep%2018_1.pdf

Bomber, L. (2007). *Inside I'm Hurting*. London: Worth Publishing Ltd.

City of York Council (2019). Trauma Informed Behaviour Policies and Approaches: A guide for schools and settings. Retrieved from https://www.yor-ok.org.uk/families/Local%20Offer/LO%20Policies/CYC%20Trauma%20Informed%20Behaviour%20Policy%20Guidance%20November%202019.pdf

Department for Education (2022). *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff*. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

EEF (2021). *Improving Behaviour in Schools* - Six recommendations for improving behaviour in schools. Retrieved from https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

Gilbert, L., Gus, L. and Rose, J. (2021) *Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience*. Jessica Kingsley Publications. London.

Gus, L., Rose, J., Gilbert, L. & Kilby, R. (2017) The Introduction of Emotion Coaching as a Whole School Approach in a Primary Specialist Social Emotional and Mental Health Setting: Positive Outcomes for All, *Open Family Studies, 9, (Suppl-1, M3) 95-110. Journal https://www.benthamopen.com/ABSTRACT/TOFAMSJ-9-95*

Behaviour Scripting

We all face situations where students 'dig their heels in' and a confrontation can easily occur. Many staff find these times stressful and professional development in handling these occasions can have a transformative effect of relationships and behaviour management.

If initial attempts to rectify the situation fail, having a script to fall back on can be invaluable.

Speed is of the essence. The teacher needs to make their point and then get away before a negative response or confrontation can occur. The language we use is absolutely vital - positive assertion combined with emotional intelligence. One wrong word for many students can be incendiary!

Scripting works with all students, whatever their age. Remember too that students appreciate consistency and fairness. As we have seen with PAS, the more we practise a script, the more it becomes habitual and reliable. Scripting also eliminates factors such as teacher tiredness and irritability; it should remove the emotions from a situation.

The principles are straightforward:

- We are always targeting the behaviour choice, never the child.
- Avoid passing judgements - "I've noticed" is the key.
- The calmer we remain, the more likely students are to mirror our behaviour. A raised voice will receive a similar response.
- Begin with something positive, anything you can think of. It is much more difficult to argue with somebody who is saying something positive about you. Check that they understand the task - is the behaviour a result of not understanding?
- Address the problem you have identified and state it clearly. Avoid questions that will engage the student in discussion - the goal is simple: state the issue and give the student their choice *quickly*.
- Remind students about the rules and why you are having to address the situation.
- Issue a clear warning and threat of consequence. Remind the student they have a choice to make. State clearly but briefly what it is they must do.
- Ensure that any consequence is totally in line with your Academy's systems - consistency is key.
- Say "Thank you" not "please" as this conveys more certainty on your part that compliance will follow. Give them a stated time in which to comply.
- Move away and give the student space and time to reflect and then follow the instruction. Standing over them and adding pressure increases the likelihood of a negative response.
- Make a point of praising or rewarding students close by who are modelling the desired behaviour.
- Monitor discreetly. If the problem persists, you will need to follow through with the consequence. Failure to do this undermines your authority and sends mixed messages to the student and others watching.
- Confidence is key. Think about your body language and positivity.

CLASSROOM SCRIPTS

Remember, last time we did really well by ₊
Ready means ₊
I understand you are finding it difficult today, how can we get this work done today?
It's ok to ₊   It's not ok to ₊ .   You can ₊
It's ok to be upset/ cross.. It's not ok to hurt yourself or break things.
When you e.g. try the first sentence, I'll check it with you and help you I
can see you are upset about ₊ you can take some time ₊ ()

Praise children who are modelling the behaviour you expect.

CRISIS TALK

We all need to be safe
I can see that ₊ . Is upsetting you/ worrying you I
wonder if you are feeling ₊
We are here to keep you safe
Safe means; safe hands.
When you are ready you can rejoin the group/ take some time away
Ready means safe hands/ safe feet/ calm voice/ listening to adults

AFTERMATH

Tell me what happened
I can see you were upset/ cross, tell me about it.
The way you told us you were upset/ cross was not safe
What were your choices?
What choice could you make next time?