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## Lever One – Visions and Values

### Vision

We want to ensure that all of our young people, whatever their starting points or background, get the education and experiences they deserve; with equal choices and opportunities in life.

With the Focus on: Every Child. High Expectations. No Excuses.

### Approach

We are committed to following a trauma- informed, attachment-aware model of managing our and others' behaviour. We have two frameworks to support excellent behaviour

#### 1) Our Expectations both within and outside of the classroom:

- Arrive on time to lessons (within 3 minutes of the bell)
- Sit where you are told and stay in your seat
- Listen respectfully when others are talking
- Work in silence when an adult ask you to
- Allow others to learn
- Remain on task
- Only water allowed in the classroom (no eating or drinking)

#### 2) Our beliefs and values are underpinned by the Oasis ethos, and reconcilable with our Trust 9 Habits which are directly taught during tutor time sessions;

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

**Cultivating these attitudes and behaviours helps all students excel in an environment of high expectations with no excuses.** We recognise students positively for exhibiting these through our verbal interactions and our recognition system.

Underpinning these is the value which we all strive to role model every day:

**At Brightstowe we show respect to everyone.**

### Implementation

All staff follow the same process and systems, to avoid creating ambiguous spaces for children to fill.

We are **consistent, persistent, and insistent**.

We also recognise that when children get things wrong, they need our support to get them right next time. Our systems have been designed to provide quick identification of need and agile targeted support.

## Lever Two – Personal Development Curriculum

### Quality First Teaching (the primary means by which to manage behaviour)

**We plan our lessons carefully, recognising that each class and child are different and the slide in front of us does not know the child in front of us using the Brightstowe Teaching & Learning Framework (TL10) to plan lessons.**

- We use a 'Do Now' at the start of every lesson which is scaffolded so that every child can experience success, with a scale of application to challenge all students.
- We use 'I Do' with clear exposition, planned analogies and real-life links wherever possible.
- We have a 'We Do' section which is co-constructed learning where students practise and refine applying knowledge with the support of the teacher in familiar and unfamiliar contexts.
- We have a 'You Do' section of sustained practice where students apply learning independently to show what they have learned.

**All lessons are personalised and localised, to ensure that the needs of our children are met.**

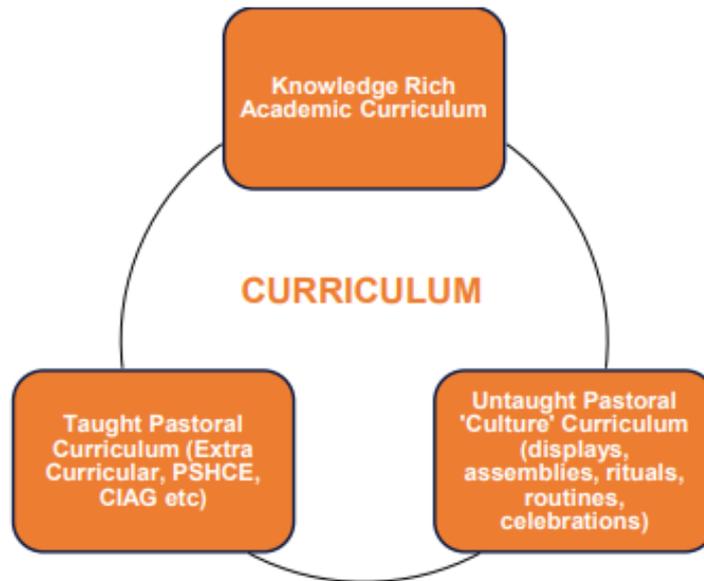
- We read the SEND profiles and pen portraits of students, and account for these in the lesson planning
- We have a seating plan which meets the behaviour, SEND and learning needs of students.

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 (e.g., trips and visits, non-curricular courses, or workshops, etc)
  - Extra-curricular programme (e.g., 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 Tutor 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'. The Oasis curriculum can be summarised in the diagram below. 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 Three: Academy Behaviour systems, structures, and routines.

*In term 1 (academic Year 2022-2023), we are launching the use of Class Charts across the academy. This will allow clear implementation of our behaviour management and rewards systems, and effective regular monitoring, tracking and interventions within the academy. Parents and students are encouraged to download the free Class charts app, where they will be able to access up-to-date daily information around behaviour, rewards and communications to and from the academy.*



### Specific Behaviour Management Strategies

**We have a toolkit of consistently used and practised behaviour management techniques to support positive choices and on-task behaviour**

- **Warm/strict:** being both at the same time to send a message of high expectations, caring and respect.
- **Routines:** we have a few key routines across the Academy that support students 'getting it right'
- **What to Do:** use specific, concrete, and sequential instructions to tell students what to do, as opposed to what \*not\* to do.

# Oasis Academy Brightstowe Behaviour Policy

## 2022/2023

- **Pastore's Perch:** we often use the centre of the room for instructions and exposition.
- **Least Invasive Intervention:** we maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactics possible.
- **Front-loading:** this is an extension of 'what to do'. Staff tell students what they want them to in terms of questioning and activities all the time.
- **Scripting your phrases and responses:** we control the weather in our classrooms, and ensure we keep emotional constancy by planning responses to common behavioural issues, such as for children swearing, so we can be 'sure not shocked'.

### Positively recognising students

**The academy strives to recognise positive behaviours and successes around the academy, and these are celebrated with students and parents.**

Students will be awarded positive points on Class Charts for our Oasis 9 habits, below:

- Compassionate
- Patient
- Humble
- Joyful
- Honest
- Hopeful
- Considerate
- Forgiving
- Self-controlled

These can be awarded in lessons, assemblies, tutor time, around the academy, or for extra-curricular/out-of-school events. Points will also be awarded for good attendance. Students can then 'cash-in' their Class Charts points for rewards. Positive points will also earn students' positive experiences and awards, such as postcards home, 'star of the week' celebrations, phone calls home, and treats such as afternoon tea with their Year Raising Standards Leader.

**Students can also be recognised through our Character Card Challenge. Staff can award Character Cards to students throughout the school day.**

When students have completed their card, they hand it into reception and receive a small reward, and extra points on Class Charts. Cards are collected for each Year group and at the end of each half term, students are placed into a draw to win a prize (£50 in vouchers). Students are able to collect as many Character Cards as they can during the term.

**Celebrating student successes will play a key part in school life at Brightstowe.**

Rewards assemblies will be held half termly to recognise student successes around positive behaviour, attendance, academic achievements, and school representation. Parents and students are able to monitor positive points by logging into the free Class Charts app, with students also able to 'buy' rewards via the app using their points earned. A full programme of tutor and year group competitions will be available for students to engage with.

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### Correcting students' behaviour

**As above, staff will be supporting students to stay on track with behaviour and follow our classroom expectations. However, if the least invasive interventions are not enough to get students back on track with their learning, it may be decided to issue a Reflection point 1 (R1).**

This will involve a pupil having their name written on the classroom whiteboard, and a clear Reflection 1 (R1) reminder given.

The reflection reminder (private where possible, avoid public corrections unless you need to) will be, **'State the behaviour, State the rule, State the consequence'**.

If the behaviour continues, the pupil will be referred to the 'Reflection Room'. Again, **'State the behaviour, State the rule, State the consequence'**.

### Reflection Room

If a pupil has received a reflection 1 warning in a lesson and they continue to disrupt teaching and learning, they will be removed to the 'Reflection Room'.

The staff member will log the 'Reflection Room' referral on Class Charts and the pupil will be sent to the 'Reflection Room'. The pupil will remain in the 'Reflection Room' for three lessons and miss one social time, either break or lunch dependent on when referred.

The pupil will sit on an individual desk and be spoken to by the supervising member of staff, who will have them reflect on what has happened, agree what will rectify the situation now, and how they can avoid it next time.

The pupil will fill in a reflection sheet about what has happened set themselves a target for the remainder of the day (showing this to their teachers) and the supervising member of staff will check this and then provide suitable work.

The supervising member of staff will log the pupil as being in the Reflection Room on Class Charts. Students who fail to arrive at the Reflection Room within 5 minutes of their referral will receive an onward referral for truancy and the student will be uplevelled to our 'Ready to Learn Room' (R2L).

### Onward Referral

If a student receives three warnings in the 'Reflection Room' or they have not arrived on time, the Reflection Room member of staff will complete an R2L referral on Class Charts.

### 'Ready to Learn Room' (R2L)

This is an internal exclusion provision which is managed by members of the Extended Leadership Team (ELT) on a rota. A pupil is placed into R2L for the whole day or several days, depending on the severity of the incident in question. Reasons as to why a student may be placed into 'R2L' are outlined below.

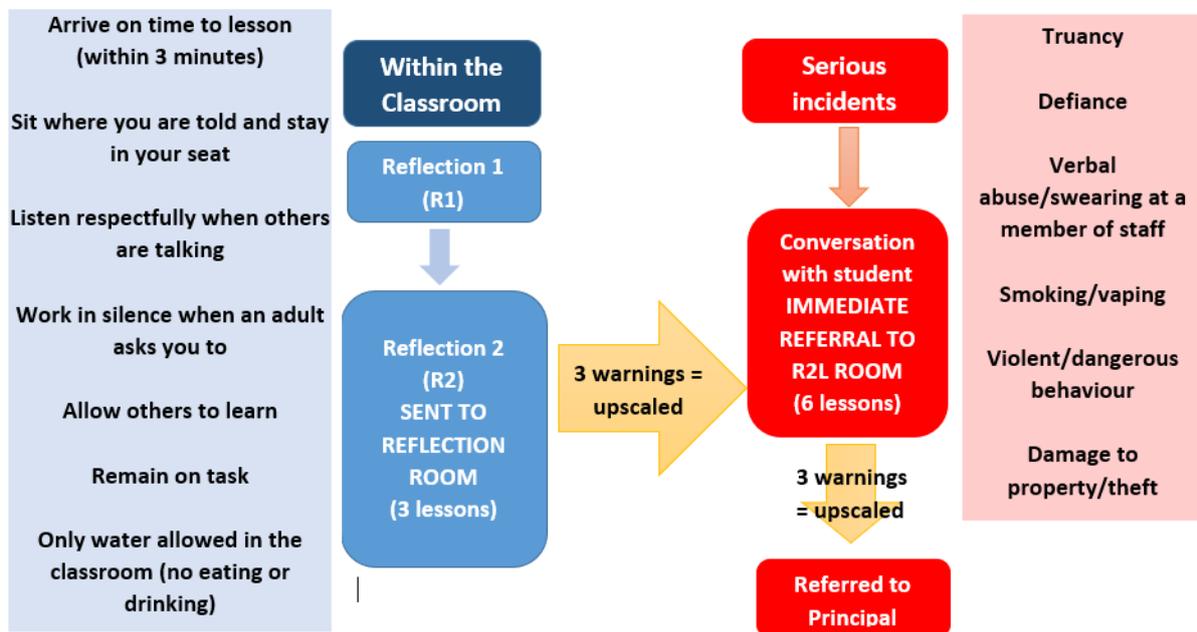
- Defiance
- Truancy
- Verbal abuse or swearing directly at a member of staff
- Smoking/Vaping
- Violent or dangerous behaviour

- Damage to property or theft
- Physical assault

Students work in silence and on independent desks. Students place their bags, coats in shelving at the entrance to the room and mobile phones into a numbered zip wallet. Students do not have access to these items during the day. Students are able to order their lunch, which is brought to them.

If students are being defiant with staff, including refusing to go into the R2L room, parents may be contacted to support with their child. Continued defiance may result in a fixed term suspension from the academy.

### The Behaviour Process



### Internal and External Suspensions

Suspensions are issued after a thorough fact-finding process has been undertaken. This may include pupil and staff written declarations and verbal conversations with parties concerned.

A decision is then made as to whether the behaviour in question requires addressing through a Fixed Term Suspension (FTS) or through an Internal Exclusion in the Ready to Learn Room (R2L).

All decisions are based on the behaviour in question, not the child. Reasonable adjustments are made where required.

All Fixed Term Suspensions are processed through the Principal or Deputy Principals if standing in during absence of the Principal.

### Further Behaviour Expectations

#### Lunch and break time expectations

Students are expected to behave in a manner which respects themselves, others, and the Academy environment. This applies to their use of language, the way in which students act and behave and the manner in which they respond, all of which should demonstrate courtesy and consideration. Lunch and break times are social interaction times, therefore students are expected to behave appropriately. Students should queue for food in the dining area and at the food outlets in a calm and considerate manner, and place all of their litter in the bins provided.

#### Transition between lessons

Students are expected to move around the academy in an orderly fashion (keeping to the left) showing consideration towards others and respect for their learning environment. This involves wearing uniform correctly, walking purposefully without running, using 'indoor' voices', and not disturbing other lessons through windows or doors.

If it is necessary for a student to have to leave a lesson then they will have a purple pass from their teacher.

#### Behaviour Outside the Academy

Students who breach the academy's Behaviour for Learning Policy whilst on academy visits, journeys, sports fixtures or a work experience placement will be dealt with in the same manner as if the incident had taken place within the academy. Other factors will include if the student is wearing academy uniform or is in some other way identifiable as a student at the academy and whether the behaviours could adversely affect the reputation of the academy. Students are expected to cross roads in a safe and disciplined manner and not use foul language as they are leaving the vicinity of the school.

### Mobile Phones

Mobile phones are not to be seen or heard in lessons or on the Academy site. A pupil using a mobile in any of these spaces will be politely asked to hand the phone over. This could be a nonverbal or verbal request, in keeping with our least invasive intervention strategy.

The phone is then handed into reception where it is stored in a numbered case and handed back to the pupil at the end of the day.

If the pupil refuses to hand over their phone, then the staff member will record this as defiance and the pupil will be required to spend time in the R2L room.

Students are welcome to ask any member of staff for access to a landline phone during the school day should they need to contact home for any reason.

**From September 2022, Year 7 will hand in their mobile phones at the start of each day, and these will be distributed again at the end of the day. These will be kept securely locked away during the school day.**

### Uniform

We expect our students to be in full school uniform every day. Details of what this consists of can be found in our Uniform Policy. If a student arrives to school in incorrect uniform, they

will either be required to borrow uniform, or parents will be contacted for their child to come home and change, before returning to the academy.

Students should also wear Brightstowe PE kit on the appropriate days.

Students are expected to walk the Academy looking smart and ready for learning. Staff will politely challenge students who do not meet the uniform standards, such as untucked shirts and the wearing of hoodies. Staff do this in a warm/strict manner and praise the students for looking smart when they have rectified their uniform.

It is expected that Year Teams and Tutors check uniform daily, as part of the morning routine and the Tutor Time Programme.

## Reports and Report Cycles

There are three types of pastoral report cards

1. Tutor Report
2. Year Team Report
3. Extended Leadership Team (ELT) Report

A pupil will be identified as a candidate for monitoring through the fortnightly checking of Class Charts data. A pupil can start the report cycle at any stage and can move through the stages if the previous report is not having the desired effect. Students will be matched to ELT colleagues carefully considering how the pupil will benefit from the input and coaching of the senior member of staff. This will support the school/home partnership and ensure parents/guardians are fully informed about their child's progress during the day.

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## Behaviour Roles and Responsibilities within OCL Trust

**The Regional Director:** The Regional Director is responsible for monitoring the effectiveness of each Academy's behaviour policy and holding the Principal to account for its implementation.

**The National Directors:** The Monitoring and Standards Team 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 Principal:** The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Managing student behaviour is everyone's responsibility.

### Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of non-negotiables or ground rules regularly
- Implementing the behaviour policy, consistently
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

- The Senior Leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

**Parents:** Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and Academy is vital for the promotion of an effective behaviour policy. Parents will be provided with a personalised login for the free Class charts app to promote effective and open communications between home and the academy.

Parents should be consulted when an aspect of the Academy's behaviour policy is likely to change through a regular parent forum (both formal and informal opportunities as needed). Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

**Students:** Students, including those with additional needs, should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

### Systems, Structures and Routine that promote student support

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. (See OCL Student Equality and Diversity Policy) 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 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.

### Systems, Structures Routines that ensure effective student transition

To ensure a smooth transition to the next year, students may have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those students transferring to other schools. Where students are transitioning to different Academies, for example from primary to secondary, colleagues must take full account of information about students' behaviour from feeder schools including individual plans, where these are in place. (See OCL Admissions Policy for additional support with transition).

### Systems, Structures and Routines that promote Anti-Bullying

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

Bullying is, therefore:

- 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

### Reasonable Adjustments

#### Toilets

The toilets are open before school, at breaktime, lunchtime, and after school, but are closed during transition between lessons. Students are able to go to the toilet from lessons during P2, P4 and P6.

Students with medical conditions are issued a medical pass by the Year Standards Lead and can use the accessible toilet at Reception if needed.

#### Refocus Passes

Refocus passes are issued by the Inclusion Team to ensure pupils can access support from their Key Worker when dysregulated. Students can use their pass up to twice a day to access the Refocus Room. Some students may have a pass to allow them to leave lessons 5 minutes early.

### Lever Four: Behaviour, Training and Professional Development

#### Training and Professional Development:

##### *Academy Leaders*

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.

- Leaders will 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
  - Leaders ensure that all pastoral staff know exactly what they need to work on in order to improve the climate for learning and pastoral outcomes in groups for which they are responsible. Staff have clear, precise developmental targets and review conversations are focused, practical and enabling. Leaders will regularly follow up agreed targets to assess their impact.
  - 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 us 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.

### *Academy Staff*

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

- Mental Health First Aid for pastoral leaders
- Managing an investigation of an incident
- Restorative justice/mediation
- Physical restraint training
- Attendance systems/structures
- Reintegration following fixed term exclusions
- Effectively issuing a report/tracker • Impactful parent meetings
- Multi-agency meetings
- Managing grief
- Managing self-harm
- Preventing and dealing with bullying
- Parental classes
- Sexual orientation, gender identity LGBTQ empowerment

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### Legislation and Statutory Requirements

This policy and localised policies 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 policies must also be based on the special educational needs and disability (SEND) code of practice.

In addition, this policy and localised policies 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 antibullying strategy online – to ensure that staff, students, and parents are informed

### Discipline in our Academies – teachers' powers

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants
  - Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the Academy
- Teachers have a power to impose detention outside Academy hours. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can confiscate students' property (More detail later in the policy)

### Consequences for poor behaviour; What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  1. The decision to give a student a consequence must be made by a paid member of Academy staff, or a member of staff authorised by the Principal;
  2. The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy.
  3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
    - A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
- Corporal punishment is illegal in all circumstances

# Oasis Academy Brightstowe Behaviour Policy

## 2022/2023

- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

Physical intervention See DfE guidance: Use of reasonable force in schools

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

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

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

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 restraint 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.

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 in physical restraint.

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/>

### Absconding – leaving without permission

OCL Academies have a duty of care to take all reasonable steps to ensure that children and students are kept safe whilst in the Academy's care. Academies should ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment Academies will have their own localised procedures in the event of a student absconding and these will include:
  - Informing the Leadership Team immediately
  - Not putting other students at risk • Locating the student
  - Following the student at a safe distance once he/she leaves the Academy grounds – a decision made for each individual student by Academy leaders (Mobile phones must be carried to keep the staff member safe and enable communication)
  - Strategies for diffusing and de-escalation and returning the student to the Academy (This may involve staff training)
  - Informing the parents or guardians
  - Informing the police – if the student cannot be found
  - Follow up meeting with the student and their parents
  - A risk assessment developed for the student

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### Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct must always be considered by leaders.

### Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students, and may be handed to police if deemed necessary. Prohibited items include:

- Controlled drugs
- Other substances which may be harmful
- Alcohol, tobacco, cigarette papers
- Fireworks
- Pornographic imagery
- Stolen items
- Weapons or items suspected to be evidence of an offence
- Items banned under school rules

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

Following an exclusion an Academy should reflect on its level of inclusivity – "Can we do anything differently to avoid permanent exclusions?"

See: OCL Exclusions policy Monitoring arrangements

This behaviour policy will be reviewed regularly by the National Education Team.

At each review, the policy will be approved by the CEO.

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### Key Staff

Mrs A Davies – Principal

Mrs R Davies-Jones – Deputy Principal for Character and Community

Miss N Faill – Assistant Principal for Attendance and Behaviour

Mr A Keys – Associate Assistant Principal for Behaviour

Mr D Del Valle – Associate Assistant Principal for Attendance

Mrs R Avon - SENDCo



# Oasis Academy Brightstowe Behaviour Policy

## 2022/2023

### Links with other policies

This behaviour policy is linked to the following policies:

- OCL Exclusions policy
- OCL Safeguarding policy
- OCL Anti-bullying policy
- OCL SEND policy
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits