

Implimentation Date: February 2016

Reviewed Date: October 2018

Next Review: September 2019



Introduction

At Oasis Community Learning we believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching. The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning. Inclusion features strongly in this policy as it goes to the heart of Oasis Community Learning as an organisation. We will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can in itself exclude pupils from learning and feeling safe.

Rights and Responsibilities

The Academy has the right:

- To expect pupils and parents to cooperate with the Academy in maintaining an orderly climate for learning
- To expect pupils to respect the rights of other pupils and adults in the Academy
- To enforce the behaviour for learning policy, including rules and disciplinary measures
- Not to tolerate violence, threatening behaviour or abuse by pupils or parents
- In extreme circumstances, to take firm action against pupils who harass or denigrate teachers or other school staff on or off premises
- To engage external support services as appropriate

The Academy recognises its responsibility

- To support, praise and, as appropriate, reward pupils' good behaviour
- To ensure staff model good behaviour and never denigrate pupils or colleagues
- To promote positive behaviour through active development of pupils' social, emotional and behavioural skills
- To ensure the whole Academy community is consulted about the principles of the Academy behaviour policy and the Academy's code of conduct
- To establish, and communicate clearly, measures to ensure good order, respect and discipline
- To ensure the Academy's behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities
- To ensure teachers' roles in Academy discipline matters are consistent with the National Agreement for Raising Standards and Tackling Workload, and workforce - remodelling agenda, so that there is due recognition of the enhanced roles of support staff, so that not all responsibilities are focused on teachers
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- To apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate
- To take all reasonable measures to protect the safety and well - being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities



- To work with other agencies to promote community cohesion and safety

The Academy respects the rights of the pupils

- To contribute to the development of the Academy behaviour policy, with every pupil becoming involved in the consultation process
- To be taught in environments that are safe, conducive to learning and free from disruption
- To expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment
- To be able to appeal to the Principal and Academy Council, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably

The Academy expects pupils

- To follow reasonable instructions by Academy staff, to abide by Academy rules/Code of Conduct and accept sanctions in an appropriate way
- Arrive in the Academy and at lessons punctually and be prepared to learn. Any student who arrives late to the Academy or lessons may be required to undertake an after Academy detention.
- To act as positive ambassadors for the Academy when off the Academy premises
- Not to bring inappropriate or unlawful items or items which are contrary to school rules/Code of Conduct to the Academy
- To show respect to Academy staff, fellow pupils, Academy property and the Academy environment
- Never to denigrate, harm or bully other pupils or staff
- To co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts
- Bring appropriate equipment such as: Planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day;
- Wear the Academy uniform correctly
- To comply with reasonable requests or instructions made by staff on the first time of asking.
- The Academy provides a secure and safe environment for students who are expected to remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in enrichment activities.

The Academy recognises the rights of parents

- To contribute to the development of the Academy's behaviour policy
- To be kept informed about their child's progress, including issues relating to their behaviour
- To expect their children to be safe, secure and respected in the Academy
- To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as necessary
- To be able to appeal to the Principal and Academy Council, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably
- To be able to appeal against a decision to exclude their child, first to the Academy Council and then, in cases of permanent exclusion, to an independent appeal panel

The Academy expects parents

- To respect the Academy's behaviour policy and the disciplinary authority of Academy staff

- To help ensure that their child follows reasonable instructions by Academy staff and adheres to Academy rules
- Inform the Academy of problems and concerns and in partnership try to solve them;
- To send their child to the Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn
- To ensure Academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm
- To be prepared to work with the Academy to support their child's positive behaviour
- To attend meetings with the Principal or other Academy staff, if requested, to discuss their child's behaviour
- Provide a suitable environment for homework and ensure that homework is completed;
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour
- Ensure full attendance and punctuality
- Not take holidays in term time as these will not be authorised in line with law and Government guidance as set out in the Education (Pupil Registration) (England) Regulations 2013 which came into force on 1st September 2013
- Ensure a student is appropriately presented, dressed and equipped for the Academy in accordance with Academy policy, procedures and requirements in the Prospectus and Student Planner
- If their child is excluded from the Academy, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion

Further reading

Please note that the Behaviour Policy makes reference throughout to the following DfE documents:

- Exclusion from maintained schools, Academies and pupil referral units in England 2017;
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- 1DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;
- Behaviour and Discipline in Schools;
- Screening, Searching and Confiscation;
- Ensuring Good Behaviour in Schools; and
- Dealing with allegations of abuse against teachers and other staff.
- All documents should be read in conjunction with this policy. Oasis Immingham reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

Acceptable Behaviour

Acceptable behaviour promotes courtesy, co-operation and consideration and works to build on the Academy ethos of; Perseverance, Relationships, Inclusion, Diversity and Everlasting Hope. We expect all students, staff and members of the community to behave in a way that will help build good relationships with other students in or outside the Academy; teachers and other Academy staff; and with visitors or members of the public. This includes:

- Respecting other people
- Listening and responding to instruction
- Avoiding conflict with other people



Importantly, good behaviour involves students accepting responsibility for their own actions and knowing that all behaviour has consequences, intended or not. We have a rewards system which rewards students who behave well and work well.

Rewards

The Academy promotes good and improved behaviour by students through a system of recognition and reward. This includes:

- Giving students private or public praise
- Written comments on work or in planners
- Displaying work in classrooms or on plasma screens
- Achievement points
- Letters or postcards home to parents
- Certificates for good work
- Representing the academy at a special activity
- Awards at prize giving

Any member of staff can give achievement points to any student. These points are inputted on SIMS and students will have the opportunity to 'spend' their points in the reward shop.

Unacceptable Behaviour

The Academy defines unacceptable behaviour as:

- Anything which causes others to feel threatened, e.g.: name-calling; verbal abuse;
- Threatening language or behaviour; theft or damage to property; intimidation; physical, abuse; bullying; harassment including racist, sexist and homophobic abuse
- Disruption to lessons
- Possession or use of drugs including cigarettes, e-cigarettes, or alcohol
- Truancy, lateness or persistent absence

There is no distinction between unacceptable behaviour on or off the Academy premises when going to or from the Academy or when representing the Academy during events such as residential trips, sporting fixtures and planned charity events. Sanctions are in place for students who behave in an unacceptable manner or fail to complete academic requirements.

Procedures and Sanctions

Warning (B.LvL 1)

- Given to the student by the member of staff for the following:
- Low-level disruption e.g. Chatting to others, swinging on chairs
- Disrespect to others e.g. shouting out
- Poor effort e.g. slow to start work, disengaged from the lesson
- Careless damage to building / furniture
- Name calling
- Uniform / make up issues
- Chewing
- General silly behaviour

Yellow card (B.LvL 2)

Given to the student and recorded on SIMS:

- Persistent level 1 behaviour
- Equipment missing e.g. No pen or bag
- Spitting or Throwing items
- Minor Vandalism
- Out of bounds
- Breach of Health & Safety rules
- Foul or nasty language to peers e.g. Name calling
- Insolence / rudeness towards staff

Red card (B.LvL 3)

Given to the student and recorded on SIMS. Red cards to be issued for:

- Persistent level 2 behaviour
- Late for lesson
- Eating / drinking in the corridors or classes / chewing gum
- No home learning completed
- Harassment of others / putting them at risk of harm
- Abuse of ICT facilities
- Mobile device visible
- Serious breach of Health & Safety rules
- Failed report cards or PSP

TOTAL ROOM (B.LvL 4)

Students may be sent from their lesson to the TOTAL room.

This will result in an automatic after school detention the next day (Monday if this is on a Friday). Any student disrupting the TOTAL room will spend the rest of the day in the TOTAL room and will spend a day in Internal Exclusion.



Any student sent to the TOTAL room 2 or more times in one day will incur a day in Internal Exclusion as well as spending the rest of the day in TOTAL.

Any inappropriate use of IT equipment will result in a day in Internal Exclusion.

Where necessary, Restorative Practice should be carried out between the staff member and student as quickly as possible.

Internal Exclusion Room

A member of the pastoral team will strive, as much as possible, to contact parents/carers the day before to explain why their child is being placed in Internal Exclusion.

It will be explained to the student why they will be in Internal Exclusion.

If a student demonstrates poor attitude and/or behaviour in the Internal Exclusion room then parents/carers may be contacted and the student may then incur a FTE (Fixed Term Exclusion).

5 x FTE = Behaviour, Attendance, Collaborative (BAC) referral.

The room will be staffed by ALT and members of the Pastoral Team.

Internal Exclusion will finish at 4.00 p.m. each day.

Student may be placed into the internal exclusion room immediately for any of the following:

- Health and Safety;
- Violence or threatening behaviour towards others
- Walking away from a member of staff
- Refusing to hand over items which are not allowed in the Academy (could equally be a Fixed Term Exclusion)
- Swearing
- Smoking
- Not attending a detention

Detentions (S.LVL 1)

Three x yellow cards in one week = 1 x red card. Students who receive two x red cards in one week will be given a one-hour after school detention. Failure to turn up for after school detention (or failing after school detention) will result in Internal Exclusion. Any student sent to TOTAL will automatically incur an after school detention the next day.

Staff may keep any student back at the end of an Academy session for up to ten minutes without notifying parents. This is an opportunity to sort out minor problems before they grow into anything bigger, and is a useful low key approach, but an alternative time for any student who travels on the Academy bus may be made.

The names of students incurring a detention are sent to form tutors on a Monday morning. Students should then record this in their planners. A text message is also sent out to parents informing them about their child's detention.

All teaching staff will be included in the staff rota for the Academy detentions.



Reports (S.LvL 2)

Students can be placed on one of the following reports:

- Tutor Report level 1
- Tutor report level 2
- Head of House report
- Pastoral Support Plan (PSP)

Students on report should hand their report in to the class teacher at the beginning of every lesson and to their tutor every tutor time.

Students will be told by whoever has put them onto report when to report to them to show their report on a daily basis.

Students must get their report signed at home every weekday.

Failure to comply with these rules will result in further sanctions.



Fixed Term Exclusions (S.LvL 3)

Fixed term exclusions are usually the result of poor behaviour which undermines the authority of staff or contributes to the breakdown of good order in the school.

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request
- Breaches of health and safety rules
- Persistent level 3 behaviour
- Smoking
- Destroying student's work
- Persistent bullying or Racial abuse
- Foul or abusive language to staff
- Aggressive and violent behaviour
- Criminal damage of buildings and stealing of property
- Influence/possession of drugs / alcohol
- Homophobic or racist bullying
- Gross defiance
- Sexual misconduct
- Making a false allegation against a member of staff
- Minor assaults or fighting that is not premeditated or planned
- Failed in Internal Exclusion Room
- Other serious breaches of Academy rules.

Students who receive 3x FTE will be escalated to Level 4 and Level 5 sanctions. The Principal is permitted to exclude a pupil for one or more fixed term periods not exceeding 45 school days in any one school year.

Behaviour Review (S.LvL 4)

Students who persistently breach the academy behaviour code could face the Behaviour and Attendance inclusion team that will seek an alternative placement to best meet the student's needs.

Permanent Exclusions (S.LvL 5)

Permanent exclusion is the most serious punishment the academy can give if a student does not respond to the support and intervention given to improve his/her behaviour. It means that the student is no longer allowed to attend the academy, their name will be removed from the academy roll and the local authority will place the student in an appropriate setting.

- All other steps to encourage the student to obey the school rules have failed
- Allowing the student to remain in school would be seriously detrimental to the education or Welfare of others
- Persistent defiant behaviour including bullying, abusive, homophobic or racist behaviour
- Actual or threatened violence against students or staff
- Sexual misconduct
- Possession, use, or supply of any legal, illegal drug or alcohol
- Carrying a knife, bladed item or other dangerous or offensive weapon
- Making a malicious serious false allegation against a member of staff
- Potentially placing members of the public in significant danger or at risk of significant harm.



These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.



SIMS Gateway

All forms of rewards and behaviours can be viewed by staff on SIMS and by parents/carers on SIMS gateway. SIMS gateway also provides information such as attendance and assessment.

Reasonable Force

All members of academy staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. For example, a teacher on duty outside would physically separate pupils found fighting.

OAI will use reasonable force to:

- HM/ALT to remove disruptive children from the classroom where they refuse to follow instructions.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

Confiscation

Members of ALT and PHM are authorised to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

The Principal must ensure that the person carrying out the search is of the same sex as the pupil and the search must be carried out in the presence of another adult also the same sex as the pupil (if possible). The pupil cannot be required to remove any clothing other than outer clothing and if the pupil's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.

Equal Opportunities

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

Pupils with Disabilities

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

Pupils with Special Educational Needs

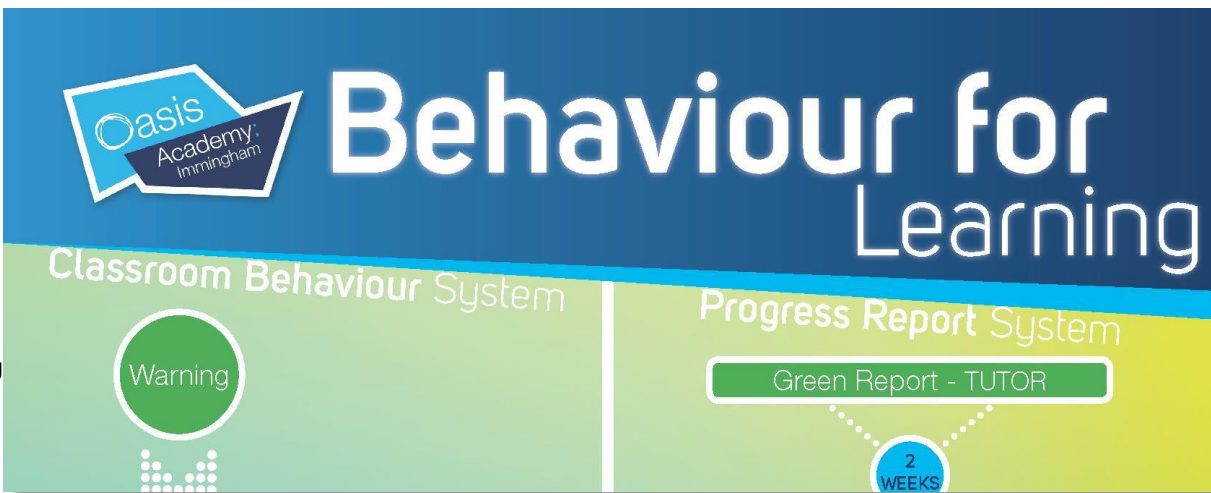
The Academy will pay due regard to the guidance in the Special Educational Needs Code of Practice and the Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need.

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

These reasonable adjustments include:

- Student allowed to complete Internal Exclusion over two days: one session up to period 3 and one session period 4, lunch and period 5 until 4.00 p.m.
- Student allocated a larger working space in Internal Exclusion.
- Student allowed five minutes time-out per hour – administered and supervised by the Pastoral Team.

When implementing these reasonable adjustments it is important that these adjustments are noted in the 'provisions' section of the EHCP so that all professional working with the student are aware of the adjustments being made. Where there is no impact on improving behaviour over time, and Emergency Annual Review should be called as advised in the SEND code of practice.



The poster features the Oasis Academy Immingham logo in the top left corner. The main title "Behaviour for Learning" is prominently displayed in white text on a dark blue background. Below the title, the poster is divided into two sections: "Classroom Behaviour System" on the left and "Progress Report System" on the right. The "Classroom Behaviour System" section includes a green circle with the word "Warning" inside. The "Progress Report System" section includes a green box labeled "Green Report - TUTOR" and a blue circle with the number "2" and the word "WEEKS" below it, connected by dotted lines.

Oasis Academy Immingham

Behaviour for Learning

Classroom Behaviour System

Warning

Progress Report System

Green Report - TUTOR

2 WEEKS

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