



**Oasis Academy Immingham (OAI)  
Localised Behaviour for Learning Policy**

**September 2022**

## INTRODUCTION

Oasis Academy Immingham, as part of Oasis Community Learning (OCL), is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols, standards and expectations, so that our students learn to:

- Take responsibility for the own behaviour and choices, understanding the impact they have on others.
- Develop positive learning behaviours including self-discipline, self-direction, resilience and control.
- Self-regulate their own behaviour by developing skills and confidence in managing conflict and differences appropriately.
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what is expected and acknowledge acceptable and 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.

## KEY PRINCIPLES

Oasis Academy Immingham is committed to traditional high standards of respect and behaviour. We celebrate and develop the unique talents of the whole learning community. We aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place.

## THE OASIS EDUCATION CHARTER

|                           |   |                              |   |                                      |   |                                     |   |                        |   |                                    |
|---------------------------|---|------------------------------|---|--------------------------------------|---|-------------------------------------|---|------------------------|---|------------------------------------|
| <b>Ethos</b>              | + | <b>Learning</b>              | + | <b>People</b>                        | + | <b>Purpose</b>                      | + | <b>Inclusion</b>       | + | <b>Curriculum</b>                  |
| Rooted in what we believe |   | Who am I? Who am I becoming? |   | Exceptional strength and opportunity |   | In partnership with our communities |   | Driven through passion |   | The heart of educational provision |


<https://www.oasiscommunitylearning.org/the-oasis-education-charter>

The Oasis Education Charter sets out a commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins the OCL approach to leading schools:

- We model and set high aspirations and expectations for every stakeholder of the Academy
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

**The Oasis Behaviour for Learning Policy and this document are underpinned by 4 levers:**

1. Academy vision and values
2. Personal Development Curriculum (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
3. Academy Behaviour Systems, structures and Routines (Reward, Consequence, Attendance etc)
4. Behaviour Training and Professional Development for staff

| Lever   | Academy Leaders  | Academy Staff   | <br><b>Harmonious climate for learning where all young people can flourish and thrive.</b> |
|---|--|---|---|
| 1<br><b>Academy Vision and Values</b>   | Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis. | Embrace and embody the vision and values in all that you do and deliver   |   |
| 2<br><b>Personal Development Curriculum</b> (Enrichment, Extra-Curricular, PSHCE, CIAG) | Set, design and agree the pastoral curriculum in line with vision and values   | Deliver the curriculum effectively and inspirationally  |   |
| 3<br><b>Academy Behaviour Systems, Structures and Routines</b>                          | Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values   | Implement, the Academy's behaviour systems, structures and routines, <b>consistently</b> and in line with the vision and values |   |
| 4<br><b>Behaviour Training and Professional Development for staff</b>                   | Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.   | Engage and commit to the professional development, including expert and specialist pastoral training                            |   |

**LEVER 1: ACADEMY VISION AND VALUES**

Our Vision: All students will have the opportunity to study in a safe, caring, and structured environment and develop the education and skills to enable them to pursue a career of their choice, to live a happy life and to contribute positively toward the community within which they live.

Our Mission: We promise to support our students and provide them with the skills and education to be successful in any career of their choice. We firmly believe in a structured environment which is founded upon healthy relationships and respect. All our young people, regardless of starting point, will fulfil their potential. Through great teaching and learning they will become valuable and happy members of the community in which they live.

Central to the ethos of Oasis Academy Immingham the idea of a rich and balanced educational setting -academically, vocationally, socially, morally, spiritually, physically, emotionally, and environmentally. This is paramount and underpinned by the Academy Personal Development Program.

The goal is to raise aspirations, unlock students' potential and work towards achieving excellence through encouraging high standards and a positive culture which nurtures confident and competent young adults. The Academy's aim is to develop informed and active learners with a strong sense of self-confidence who can explore questions, seek solutions, solve problems and are not afraid to fail initially, because from failure springs learning and success.

We use the acronym 'Reach' at Oasis Academy Immingham to help remember the Academy's Ethos Values. These values are displayed by staff and students at the Academy, and we pride ourselves on them to ensure staff and students are the best version of themselves.



### KEY REQUIREMENTS/LEGAL DUTIES

This guidance provides a local response to the Oasis Community Learning Behaviour policy. It responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent School Standards Regulations, 2010. This includes the requirement that all schools, academies and free schools must have behaviour guidance which is available to all parents and prospective parents. The academy acknowledges its legal duties under the Equality Act, 2010 and in respect of students with SEN. The Academies guidance embodies Oasis values and ethos.

This guidance provides staff and parent / carers clear guidelines and strategies used to promote positive behaviour and support students in taking responsibility for their behaviour choices. This guidance promotes an approach that as well as describing some absolute rules and guidelines, allows for the different styles that teachers will use in the classroom along with recognising the complexity of the situations they have to handle.

### AIMS

The key aims of this guidance are:

- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the academy.
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- To identify levels of behaviour and to ensure rewards and consequences are fairly apportioned according to the behaviours demonstrated.
- To secure an environment where effective teaching and learning is able to take place.

Oasis Academy Immingham believes we all have rights. These can be summarised as:

- The right to learn
- The right to teach
- The right to feel safe (physically and emotionally)
- The right to respect and dignity

When we praise and reprimand students we refer to 'The Immingham Way'.

- We wear our Academy Uniform perfectly.
- We present our work to the highest standard.
- We celebrate everyone's achievement both big and small.
- We see every challenge as an opportunity to improve.
- We beat our personal best every lesson, every day.
- We bounce back and learn from our mistakes.
- We treat all people equally and respect differences.
- We do not accept any form of bullying.
- We are polite well-mannered role models in our community inside and outside the Academy.
- We are punctual to school, on time to lessons and never miss deadlines.
- We take our chances to lead and represent the Academy.
- We are remarkable learners in all our subjects.

### OASIS 9 HABITS

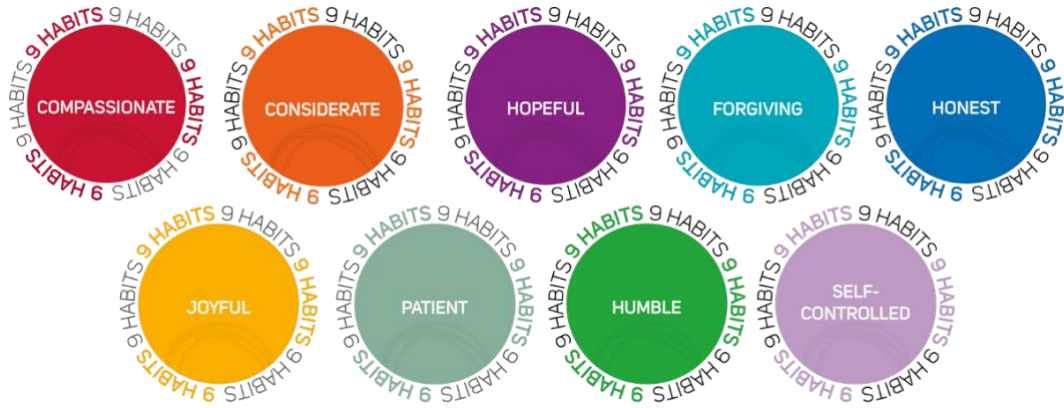
OCL are also committed to a model of inclusion, equality, healthy relationships, hope and perseverance and this permeates all aspects of the life and culture of each academy and the organisation as a whole. Everything within Oasis Community Learning is framed by our ethos.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

Therefore, we at Oasis Academy Immingham promote and practise the Oasis 9 Habits. The 9 Habits, which are seen below are fundamental and underpin all actions, approaches and relationships in the management of student behaviour and conduct. The 9 Habits drives us to behave in a way that enables us to be our best and bring our students to best that they can be themselves. We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. This is strongly true with the community we currently serve. The 9 Habits also remind staff and students of our responsibilities to each other. At Oasis Academy Immingham, we teach the nine habits weekly, through assemblies, PSHE and daily life and refer to them in the majority of our learning experiences offered to our students.



## LEVER 2: PERSONAL DEVELOPMENT

Character education at Oasis Academy Immingham

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

- The 'taught' character curriculum
- CEIAG (careers education, information, advice, and guidance)
- PSHCE (physical, social, health and cultural education)
- Enrichment activities (e.g., trips and visits, non-curricular courses or workshops, including the Bronze Duke of Edinburgh Award)
- Extra-curricular programme (e.g., before and after school clubs and groups)

The culture and environment created by our staff at Oasis Academy Immingham can be seen largely through our tutor time programme. This is often less tangible and may be observed through year group assemblies, mentor / tutor group activities, in our corridors, conversations between staff and students, and the signs, symbols and information around our Academy.

## LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES AND ROUTINES

### POSITIVE REINFORCEMENT AND REWARDS

At Oasis Academy Immingham, we recognise the power of making it explicit to our students the desired standards of behaviour for learning and positively reinforcing high expectations of learning and cooperative behaviours.

This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued and essential to succeeding. Staff at Oasis Academy Immingham will use a variety of positive behaviour techniques to support positive behaviour.

As appropriate to student age these include

- Verbal praise
- Written comments on work
- Reward points (points can be spent in the Academy reward shop)
- Telephone call to parents
- Positive letter home
- Praise Postcards
- Attendance awards
- Certificates – REACH and Subject Excellence

- Special awards at Achievement evenings / Assemblies
- Motivational rewards / prizes

### ACTIVE INVOLVEMENT OF PARENTS

The academy believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The academy will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Telephone calls
- Meetings – prearranged and when necessary
- Letters
- Supporting students on reports
- Partnership Agreement
- Successful Learning Plan meetings
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication
- Commitment to include meetings (student inclusion route – 7 tier approach for support)
- All parents / students sign our Partnership Agreement, each year, to ensure there is clarity between both parties. (Appendix 1)

### IN LESSONS

All students display behaviours that show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. Arriving for lessons on time, lining up outside of the lesson and being equipped for learning is expected. (School bag, iPad, pencil, pen, black and purple, ruler, exercise books and when needed PE kit). In all classes, students should demonstrate positive learning attitudes and allow others to learn free from disruption. Students must adhere to the SLANT and STEPS approaches in all lessons. Students who slow the learning of others or infringe on the teacher's ability to teach are potentially isolated from their peers in line with the academy's consequence guidance. (Appendix 2). If a student uses racial or other inappropriate language, such as swearing, in the classroom then alternative stronger consequences will be implemented in consultation with senior leaders while in line with our National and Localised Behaviour for Learning Policy.

### AROUND THE BUILDING AND OUT OF LESSONS

Whilst moving around the building and at social time students behave in a manner that respects the environment, themselves and others. Students are considerate of their language, the way they speak to each other, adults and the impression they leave on visitors to the Academy. Students must also walk at all times in the Academy. Additionally, all coats, scarfs, hats and trainers must be removed if inside of the academy building and uniform must be excellent.

### SMOKING AND USE OF ELECTRONIC CIGARETTES / VAPES

The Academy is a non-smoking site. Students are not permitted to smoke or vape whilst wearing the Academy uniform or when representing the academy. Students over the age of 16 are not permitted to smoke or vape under any circumstances. Students caught smoking, carrying smoking paraphernalia or associating with students who are smoking will receive proportionate consequences in line with our Localised and National Behaviour for Learning policy. If students are caught smoking or vaping



repeatedly then the Academy may choose to use higher tariff consequences in line with our Behaviour for Learning tier system. This includes students caught smoking both on and off-site. In all circumstances smoking materials will be confiscated and destroyed. Any items such as electronic cigarettes or vapes will not be returned to students or parents.

### **OUTSIDE THE ACADEMY**

Students who breach the academy's Behaviour for Learning Guidance whilst on academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the academy.

For incidents that take place outside the academy and not on academy business, this guidance will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the academy or on a journey to and from the academy. Other relevant factors include whether 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.

For acts of aggression or which threaten the health and safety of others, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

### **MONITORING, SUPPORT AND INTERVENTION**

Through the Student Inclusion Team, the academy has staff whose role it is to support student welfare and well-being. This includes helping to make explicit the academy's expectations, to reinforce positive learning attitudes, to apply disciplinary consequences and to monitor behaviours which give rise to concern.

The academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the academy will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, on-site alternative provision, placement on a personal support programme (Report) and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

### **AFTER SCHOOL REFLECTIONS**

Parents and carers are advised that in line with changes resulting from the Education Act 2011, the Academy is no longer required to give 24 hours' notice of longer length After School Reflections. In exercising its right to take same day action as required, the academy will make every reasonable attempt to inform parents by a variety of means including email, text or phone call (including voice mail) of After School Reflections longer than 30 minutes. Ultimately, however, it is the student's responsibility not to demonstrate poor and unacceptable levels of behaviour, not the academy's responsibility to make contact.

After School Reflections (Detentions) may be implemented if a student fails to follow academy rules, protocols, procedures or falls below the academy's standards and expectations in terms of behaviour and conduct.



In addition, After School Reflections are applied to those students who receive an accumulation of consequences. A period of reflection is then implemented. A student who receives consequences will have a 30-minute after school reflection the following day at the end of the academy day.

In all cases the referring teacher will conduct in a restorative practice meeting with the student on the same day to discuss the incident and agree actions moving forward. This is to ensure a repeat of the same behaviour is not demonstrated in future lessons and the student can fully understand the steps they must take for future reference.

In all cases, we will contact parents by a variety of means including email, text or phone call (including voice mail). In addition, After School Reflections can also be implemented for a wide range of additional reasons (e.g., failure to complete homework, lateness to lesson, lateness to the academy in the morning). After School Reflections can be set by all staff and teachers at Oasis Academy Immingham.

### AFTER SCHOOL REFLECTION TARIFF

|                   |   |   |
|-------------------|---|---|
| C3 Late to School | = | 30 minutes after school reflection                      |
| 3 x C2 per day    | = | 30 minutes after school reflection                      |
| 2 x C3 per day    | = | 30 minutes after school reflection                      |
| 1 x C4 per day    | = | 30 minutes after school reflection                      |
| 1 x C5 per day    | = | Internal Exclusion + 30 minutes after school reflection |

If a student does not attend their after school reflection they will be given the opportunity to complete this the following day at lunchtime by completing 30 minutes during this time. Students will complete a grab bag order at tutor time and will be required to attend the Reflection room at the below times. Students will be allowed to eat their lunch during their reflection time.

- Mon/Tues 12.40
- Weds/Thurs/Friday 13.20

If a student fails to attend their lunchtime reflection, this will escalate to the student being placed in the Internal Exclusion room from 08:30-15:30pm.

### FIXED TERM SUSPENSION

While the academy will take all reasonable steps to meet individual need and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the academy's suspension and exclusions guidance and the DfE Suspension and Permanent Exclusion from maintained, academies and pupil referral units in England (July 2022), suspension whether fixed-term or permanent exclusion may be used in response to any of the following, all of which are examples of unacceptable conduct:

- Swearing directly at a member of staff or other peers
- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the academy site, this includes any form of knife, for example, pen knife, decorative knives.

- Being in possession of drugs or drug paraphernalia
- Dealing drugs on the academy site
- Persistent defiance of academy authority or disruption of teaching and learning
- Refusal of isolation/reflection after all resources and interventions have been exhausted
- Persistent bullying, harassment or abuse inclusive of racist, sexist, homophobic and poor behaviour off-site
- Serious breaches of the academy's Behaviour for Learning Guidance
- Theft of property belonging to the academy, its staff, or students
- Possession of an explosive device, including fireworks or other such explosive devices
- Any circumstance where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

In line with this guidance, the academy will not tolerate persistent and defiant behaviours over time where consequences and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

### FREEDOM FROM BULLYING AND INTIMIDATION

The academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The academy also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. In respect of anti-bullying the academy will seek to:

- Actively involve and inform parents.
- Take any concerns seriously and resolve the issue in a way that protects the student.
- Respond in line with a range of strategies including restorative practice while taking appropriate disciplinary consequences.
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of academy concerns including cyber bullying.
- Update guidance and practice including new technologies, for instance updating 'acceptable use' policies for computers.
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through pastoral programmes and tutor time.
- Work with the wider community such as the police and Children's Services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

### SCREENING AND SEARCHING STUDENTS

The academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students. The academy will fully implement the updated guidance shared by the DfE to all educational settings (searching, screening and confiscation: advice for schools 2022).

If it is believed a student is in possession of a banned item or it is believed that an item in their possession poses a risk to themselves or others, a search can be requested. Searches can only be carried out by a member of the Academy Leadership Team (ALT) who will ask a second member of staff to be present or directed by the academy Principal. One member of staff must be the same sex as the student. All searches must be recorded on a student search record and parents notified of this action.

### THE USE OF REASONABLE FORCE

The academy acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training which all academy staff have had. See DfE guidance: Use of reasonable force in schools.

### MALICIOUS ACCUSATIONS AGAINST ACADEMY STAFF

The academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the academy will give due regard to the most appropriate disciplinary consequence, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### MOBILE TELEPHONES/ELECTRONIC EQUIPMENT

The academy recommends that students do not bring mobile telephones or electronic equipment to the academy. If such items are brought to the academy, students do this at their own risk. **The Academy will not waste valuable time and resources investigating lost or stolen equipment.** Mobile telephones or other electronic equipment / devices, including headphones, smart or digital wrist watches and speakers should not be used or seen on the academy site.

We are aware that many parents want their children to have phones for the journey to and from school each day. However, we know that mobile devices cause major disruption to students and their learning. There are other safeguarding reasons behind the decision to ban them – many bullying issues revolve around the use of social media and the negative aspect of phones. We are also well aware, in many schools, phones can be used to invite negative influences to the gate and thereby risk of safety of students and staff. This is also the obvious risk of damage loss or theft of phones. Therefore, our rule around mobile phones and devices are clear for all and detailed below.

### MOBILE PHONE CONSEQUENCE

**“See it, hear it, lose it”**

Mobile phone / electronic device is confiscated by the member of staff who has seen or heard a device. This device is then locked in our academy safe and returned to parent/carer at reception.

Repeat offenders – Mobile phone handed to reception on arrival and collected at the end of the day. If the Academy deem it appropriate, depending on the frequency of the mobile being confiscated from an individual student, the academy may ask for the parent to collect and meet with academy staff.

### PARENTAL EXPECTATIONS

In the event of emergency parents must telephone the academy reception. Parents should not text or call students during the academy day and should always contact the academy main reception in the first instance. This is a supportive measure in line with our no mobile phone policy of “see it, hear it, lose it”. Appropriate special arrangements are in place for Young Carers and signed off by academy leaders in exceptional cases.

### HORIZONS

Every student will be provided with an iPad as part of our OCL Trust wide Horizons project. This project supports the vision of equal opportunities for all by ensuring equality of access to technology and the resources and knowledge that it facilitates. This device will always remain the property of Oasis Community Learning. 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 implemented. 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.

In order to get the 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. Students are allowed to configure and customise the device as if it were the own, on the understanding that the exterior surfaces of the device and case are maintained in the same condition as when issued to them. The device will be given to students in a rugged case. The device must be always kept in this case. Students should transport the device safely using a school bag for additional protection. 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 a ‘lost and stolen’ mode which prevents it being used. It also allows the location of the device to be tracked – this information may be passed onto the police. If a device is stolen outside of the academy, parents / carers are required to obtain a valid crime reference number from the police in order to avoid being charged for the replacement.

Students must always bring their device into the academy every day, fully charged. Failure to do so affects students’ learning opportunities and is disruptive for teachers supervising classes. The device remains the responsibility of the students during every break and lunch time. Extra care must be given at these times. Restrictions to certain internet sites will be restricted in line with the behaviour and E-safety policies 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. The academy is alerted at any point inappropriate or dangerous activity detected. Students must be aware of this and understand that consequences may be imposed if warranted. Having said this, the academy does expect parents and carers to monitor and supervise the safe usage of the child’s device. We cannot be held responsible for any activity users partake in on the device whilst at home. We recommend parents / carers ask their child to keep the device in a location in their property at an ideal time away from bedtime. This will also provide an ideal time to recharge the device.

## UNIFORM

High standards of presentation are required at all times when wearing the academy uniform. Whenever the academy uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from the academy, at which times the uniform must be worn. Uniform expectations are set out in (Appendix 3).

## RESTORATIVE PRACTICE

The principles of restorative Practices: building and maintaining positive relationships Restorative practice guidance for parents (Appendix 4).

Restorative practices are delivered using restorative approaches. It is solution focused and deepens and develops student's understanding of the spiritual, moral, social and cultural aspects of life. It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on six key principles:

1. Restoration: address and repair harm
2. Voluntary: based on an informed choice. The individuals involved want to rebuild.
3. Neutrality: fair and unbiased towards all participants
4. Safety: a safe space for expression of views
5. Accessibility: Non-discriminatory and available to all
6. Respect: respectful of the dignity of all involved

Putting things right: how a restorative approach will work at Oasis Academy Immingham.

The restorative approach requires all staff to be aware of the principles of the restorative process and have the ability to apply them in resolving situations in their classes and around the school. To be a restorative school we will endeavour to make restorative statements part of our everyday language. In any restorative meeting staff will use the following questions:

- What happened?
- What were you thinking at the time?
- How do you feel about it now?
- Who do you feel has been affected and how?
- What needs to happen to put things right?

## LEVER 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT FOR STAFF

At Oasis Academy Immingham we are absolutely committed in supporting our students to become the best individuals that they can be. We also adopt this approach with our staff and ensure that the highest and most frequently available Continuous Professional Development is at the forefront of everything we do. Below highlights, just some of the various ways we keep abreast of pioneering educational pedagogy and research. The Academy at times will continue to update and refine our practice.

### ACADEMY LEADERS

- Academy Leaders are fully trained on using localised data systems such as Bromcom, and in house behaviour and progress recording information
- Clear and precise accountability is achieved via weekly line management meetings which have clear agendas, and any underperformance is challenged quickly and further improved.
- Leaders often deliver high quality training material to teaching staff which is quality assured via the Principal and Academy Leadership Team.
- Leaders remain restless until securing the best on-going professional development opportunities for all staff who are equally committed in continuing their professional development
- Academy Leaders create an effective and accountable environment to work in. This resonates highly with non-teaching pastoral staff
- The Academy Leadership Team make effective use of a range of support o
- National Lead Practitioner visits – termly
- Monitoring Standards Team
- Department for Education visits
- Peer to peer observations and visits.
- Leaders are relentless in securing best practice moving and closing the gaps of our most vulnerable and disadvantaged students.

### ACADEMY STAFF

- Deliberate and purposeful practice dealing with high volumes of issues / incidents – ability to risk manage and ensure safeguarding is paramount
- Consistent and fair application of all academy behaviour systems
- Restorative Practice with students
- Attendance protocols and systems with students and parents
- Reintegration meetings which are necessary and important following any Fixed Term Suspension
- Report monitoring and tracking of student behaviour and conduct
- Analysing and implementing behaviour data via Bromcom and other such systems
- Safeguarding disclosures and accurate record keeping via CPOMS.
- Purposeful and timely parent meetings
- Anti-bullying practice and implementing next steps
- Physical restraint training
- Managing self-harm
- Sexual orientation, gender identity LGBTQ empowerment
- Managing grief
- Parent events which encourage parent's views and voice
- Multi agency meetings

### MONITORING, EVALUATION AND REVIEW

Relevant staff will monitor the implementation and effectiveness of this guidance; review it annually and submit a report to the Principal The guidance will be promoted and implemented throughout the academy.



**Oasis Academy Immingham (OAI)  
Localised Behaviour for Learning Policy**

**APPENDICIES**

**September 2022**



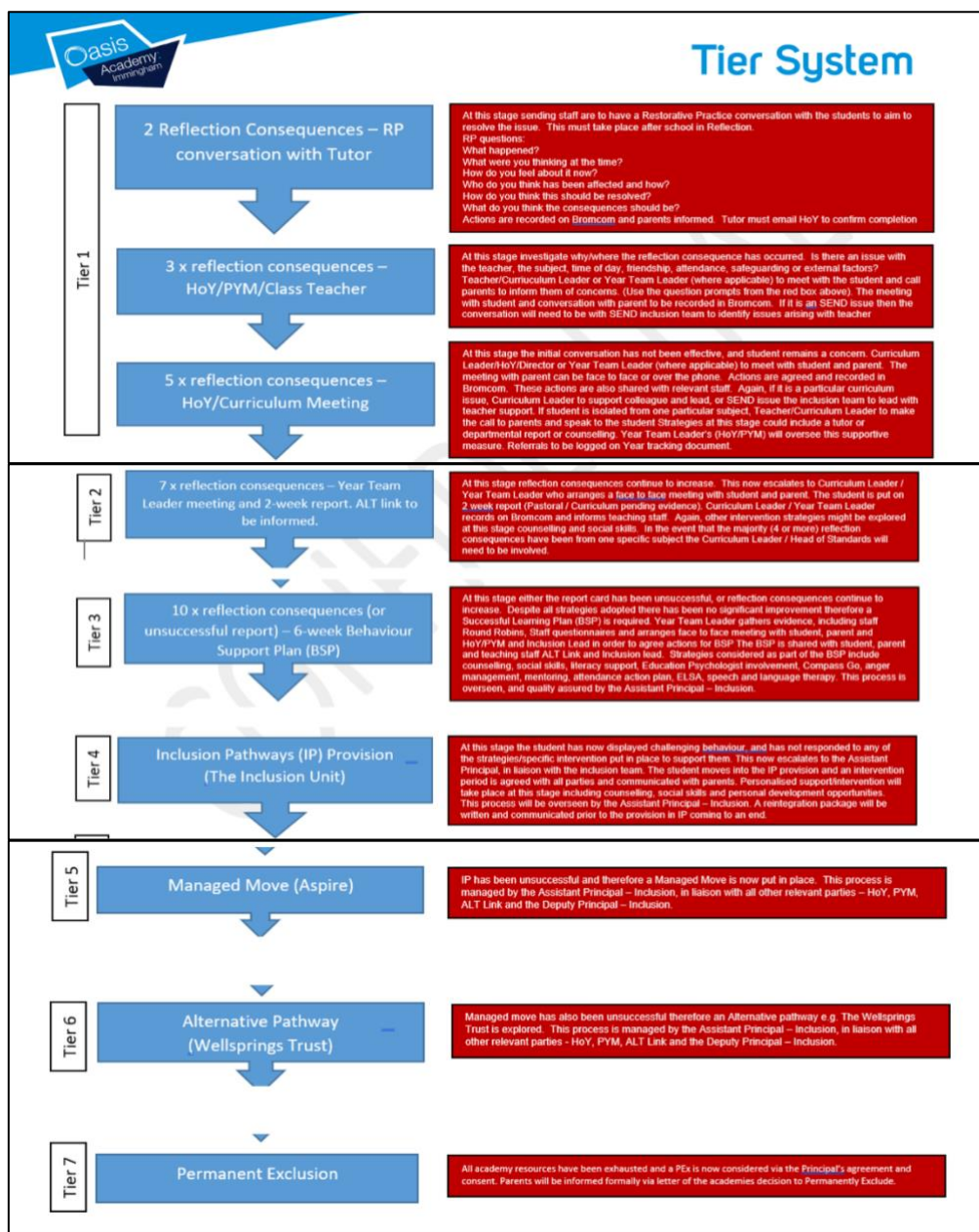
## APPENDIX 1 – HOME SCHOOL AGREEMENT PARENT COPY

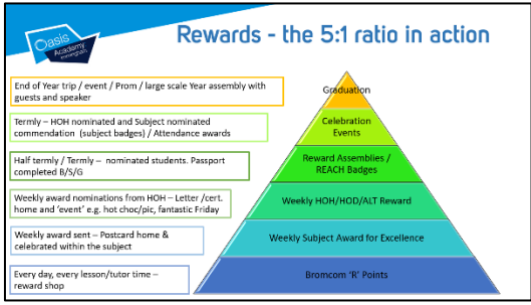
| Parents/Carers will:   | The Academy and Staff will:  | Students will:  |
|--|--|---|
| <ul style="list-style-type: none"> <li>● See that my child maintains good attendance (97% and above) and arrives before 8.26am each day.</li> <li>● Ensure that my child is wearing the correct uniform as outlined in the academy’s uniform policy, including make-up, jewellery and hair styles.</li> <li>● See that my child is properly equipped for academy.</li> <li>● Let the academy know about any concerns or problems that might affect my child’s work or behaviour.</li> <li>● Support the academy’s aims, ethos, policies and guidelines for behaviour and bullying and encourage my child to follow them.</li> <li>● Support and reinforce consequences given by the academy in terms of misbehaviour, including after school reflection and internal exclusion.</li> <li>● Attend the academy if my child is refusing to comply with the academy policies and presenting challenging behaviour.</li> <li>● Attend parents’ evening and discussions about my child’s progress.</li> <li>● Inform the academy when my child is absent from academy on the first day of their absence.</li> <li>● Agree any planned academy absence by my child in advance with the academy (term time holidays will not be authorised).</li> <li>● Work in partnership with the academy and outside agencies to support my child’s progress and well-being.</li> <li>● Take an interest in my child’s work, looking at their exercise books, home learning and the academy’s virtual learning environment regularly.</li> <li>● Encourage my child to participate in the extra-curricular opportunities offered by the academy.</li> <li>● Acknowledge that, as an academy, we do not advise that students bring mobile phones in to the academy, and we accept no liability for loss, damage or theft of mobile phones.</li> <li>● Acknowledge that any communication with your child during the academy day should be made through the academy reception.</li> <li>● Communicate with all staff at Oasis Academy Immingham in a respectful manner.</li> <li>● Communicate any concerns about my child and their education or well-being at the academy through the appropriate pastoral channels and not on social media or online forums.</li> </ul> <p><b>Parent Signatures:</b> _____</p> | <ul style="list-style-type: none"> <li>● Provide the best possible teaching and learning opportunities.</li> <li>● Ensure the safety of every child is given priority and that a caring, safe and supportive environment is provided that promotes learning and well-being.</li> <li>● Guide students towards becoming inquisitive, independent and taking ownership of their own learning.</li> <li>● Reward students for their success.</li> <li>● Contact parents if there is a problem with attendance, punctuality, uniform or equipment.</li> <li>● Let parents know about any concerns or problems that affect their child’s work or behaviour.</li> <li>● Ensure that lessons are not interrupted by poor behaviour.</li> <li>● Report to parents on your child’s progress.</li> <li>● Set, mark and monitor their child’s work and provide facilities for children to do independent study in academy.</li> <li>● Arrange parents’ evenings during which progress, attitude to learning and behaviour will be discussed.</li> <li>● Keep parents informed about academy activities through regular letters home, newsletters and notices about special events.</li> <li>● Ensure that the academy behaviour and bullying policies are consistently applied.</li> <li>● Monitor pupils’ behaviour, taking fair and consistent action if necessary and informing parents/carers of any concerns.</li> <li>● Help students leave the academy well prepared and ready to make the most of future career/educational opportunities.</li> <li>● Listen to parents/carers and work in partnership with them.</li> </ul> <p><b>Principal Signature:</b> _____</p> | <ul style="list-style-type: none"> <li>● Attend regularly and punctually and with a positive attitude following the academy REACH values and Oasis 9 habits.</li> <li>● Come to the academy prepared to work, with the correct equipment and the correct uniform (including make-up, jewellery and hair styles) at all times, including at the beginning and the end of the academy day.</li> <li>● Respect other members of the Oasis Academy Immingham community.</li> <li>● Accept that bullying, intolerance and discrimination are unacceptable in our academy.</li> <li>● Ensure they do not disrupt the learning of others.</li> <li>● Move around the academy with purpose in a quiet, calm and mature manner.</li> <li>● Follow staff instructions immediately without questioning.</li> <li>● Ensure their mobile phone is switched off during the academy day and kept out of sight, otherwise the mobile phone will be confiscated and placed in a safe.</li> <li>● Conduct themselves appropriately in lessons, between lessons, during break, lunch and on their way to and from the academy.</li> <li>● Ensure proper and safe use of the academy ICT systems.</li> <li>● Remain within the permitted recreational areas of the academy during break and lunch times.</li> <li>● Be positive ambassadors for the academy at all times.</li> <li>● Respect the environment of the academy and other people’s property.</li> <li>● Complete all work to the highest possible standard and to the agreed deadline.</li> <li>● Take responsibility for their own learning.</li> </ul> <p><b>Student Signature:</b> _____</p> |

## APPENDIX 2 – BEHAVIOUR SYSTEM

In the academy day if a student doesn't meet the academy behaviour expectations, they will receive consequences for their actions. The following will lead to;

- 3 x C2 = 30 minute after school reflection
- 2 x C3 = 30 minute after school reflection
- 1 x C4 = 30 minute after school reflection
- 3 x C4 Reset removals = IE for the remainder of the day + the following day.
- If a student arrives late to the Academy, they will also receive a C4 and a 30 minute after school reflection the following day.





## APPENDIX 3 – ACADEMY UNIFORM

A high standard of uniform is expected at all times. Students are responsible for their personal appearance, and this is enforced via all Academy staff. Year Team Leaders, tutors and Heads of Year check student uniform and their equipment every morning however, it remains the student's ultimate responsibility to maintain the high standard throughout the day. Staff will, throughout the academy day, expect these standards to remain high and challenge students where appropriate.

Students arriving at the academy with incorrect uniform will report to the Year Team Leader for their year group who will try to rectify the situation to ensure academy uniform expectations are maintained. This may include loaning equipment or parents contacted to seek their support bringing into the Academy any required item(s). Students will not be in mainstream lessons if they do not comply with the uniform expectations that are highlighted in the student planner. Additionally, you can find this information on our website and in the end of year school letter that has been sent to all parents / guardians. Uniform is not a fashion item. It is designed to be both formal and comfortable. It is the parent/carers responsibility to ensure that items purchased are suitable for school and conform to the uniform policy. Any concerns should be relayed to the Academy.

The Principal has the discretion to relax the uniform policy at times of extreme weather and this decision will be communicated to students as they arrive at the Academy. Students should assume that, unless directed otherwise they will wear the usual uniform each day in line with the Uniform Policy.

### YEAR 7 TO YEAR 11

Navy Blazer with the Academy Badge  
Academy Tie Years 7 – 11



### SKIRT

Academy Grey Check Skirt – Length to be worn to the bottom of the knee or longer to be purchased from Uniform Direct (discount voucher provided).



### TROUSERS

Mid-Grey Tailored Trousers to Ankle/Top of shoe (for boys and girls) these should be a formal style with either shaped leg, boot-cut or standard fit (tight fitting, cropped/ankle grazer, denim style trousers and leggings are not permissible).



### SHORTS (SUMMER TERM ONLY)

Mid-Grey Tailored Shorts, no shorter than 3 inches above the knee. These should be a formal style like in the image below. They can be worn in the summer term only as a replacement for trousers but should be worn with white/black socks and school shoes. No tight-fitting shorts allowed.



### SHOES

Should be smart black (natural or synthetic leather) and worn at all times. No other materials are allowed. Students are not permitted to wear trainers, boots or open toe footwear. Shoes should be of a sensible design and height covering the entire foot. At lunchtime students may wear trainers when taking part in sport, however, these should not be worn inside the main academy building.

### HAIR

Hair should be well-groomed and hair styles should be conventional and of a natural colour. A cut shorter than a grade 2 is unlikely to be acceptable. If your child has long hair, they will be expected to tie it back for practical science/technology lessons for safety reasons. We can provide these, but you may prefer to provide your child with one.

### EARRINGS/PIERCINGS

One stud may be worn in each lobe if ears are pierced; but these must be removed for all forms of physical education. No other piercings or stretchers are acceptable and will be confiscated if seen. Students are not permitted to wear nose piercings and will be asked to remove them or replace with clear retainers.

### SANCTIONS

If a student is not conforming to the uniform policy:

- he/she will be required to remove the offending item if possible;
- he/she will be given a verbal warning and a date to correct it by;
- a letter and/or phone call home will be made;
- he/she will be required to work in isolation or sent home to address the issue

### MAKE UP

Students are only permitted to wear light, un-noticeable makeup. Students deemed to be wearing excessive makeup will be asked to remove this before entering the academy.

### JEWELLERY

No rings, bracelets or necklaces should be worn. Under no circumstances will the academy accept responsibility for lost or stolen items. A watch is permitted but this must not be a digital / smart watch. Students arriving at the Academy will have jewellery confiscated and placed in the Academy safe and returned to the student at the end of the academy day.

## ORDERING UNIFORM

**PLEASE NOTE:** Many high street shops will market items of clothing in 'back to school' ranges. Different schools however have different uniform policies; therefore, this does not imply that such purchases will be acceptable in the Academy. Please use the information provided to help with purchases. The Academy will not reimburse for items of incorrect uniform. All Uniform can also be ordered from Uniform Direct Grimsby.

## APPENDIX 4 – RESTORATIVE PRACTICE GUIDANCE FOR PARENTS

**At Oasis Academy Immingham we use Restorative Practice to build and maintain positive relationships.**

Restorative practices are delivered using restorative approaches. It is solution focused and deepens and develops student's understanding of the spiritual, moral, social and cultural aspects of life.

It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on six key principles:

1. Restoration: address and repair harm
2. Voluntary: based on an informed choice. The individuals involved want to rebuild.
3. Neutrality: fair and unbiased towards all participants
4. Safety: a safe space for expression of views
5. Accessibility: Non-discriminatory and available to all
6. Respect: respectful of the dignity of all involved Restorative

Practice Questions

Step 1- What happened? Each person shares their side of the story without interrupting each other.

Step 2- What were you thinking at the time? Each person shares their thoughts without interrupting each other.

Step 3- How do you feel about it now? Each person shares their feelings without interrupting each other.

Step 4- Who do you think has been affected and how? Talk about the other children or adults involved and how they might be feeling.

Step 5 - What needs to happen to put things right? Each person shares what they think should happen and come to an agreement.

**Restorative Practice is NOT a soft or easy way out as it is used alongside the school's behaviour guidance and consequences.**

The restorative questions help staff, parents and students to take responsibility for their actions and the affect they have had on others. Therefore, encouraging empathy and understanding in the hope of reducing negative/repetitive behaviours arising in the future.

Parents/carers are encouraged to engage and support their children in a restorative culture resolving conflict and strengthening relationships not only in school but also in their everyday lives. You may therefore find the restorative questions useful to use at home.