



Oasis Academy Wintringham (OAW) Localised Behaviour for Learning Policy

Updated 2021

Localised Academy Version: 1.0

This policy should be read alongside the Oasis Community Learning (OCL) Behaviour for Learning policy and The OAW Protocols of Behaviour for Learning document, which both cover more detail around the four leavers from an OCL perspective.

Introduction:

At Oasis Academy Wintringham, there is an expectation for all staff to model and follow the behaviour procedures to develop and enhance positive learning traits so that students can fulfil their true potential.

The OAW localised policy sits underneath the Oasis Community Learning (OCL) Behaviour for Learning Policy. This policy is the overarching policy, which will be followed by all staff at Oasis Academy Wintringham.

The aims of this document are to ensure the consistent application of academy behaviour protocols and practice, so that our students learn to:

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

Oasis Academy Wintringham is committed to developing the character and competence of every student, in line with the OCL 9 Habits. The way students' behaviour in the Academy will strongly correlate with eventual outcomes. When behaviour in general is consistently good throughout the Academy, the impact is obvious:

- Students achieve more academically and socially
- Time is reclaimed for deeper and more challenge to the learning cycle
- Staff wellbeing improves, retention is higher and recruitment is less problematic

The Oasis Education Charter



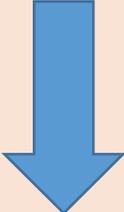
The Oasis Education Charter sets out a commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins the OCL approach to leading schools:

- 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
3. The protocol for behaviour (Systems, Structures & Routine)
4. Behaviour Training and Professional Development for staff

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



Harmonious climate for learning where all young people can flourish and thrive.

Level 1: Academy Vision and Values

Vision - Climbing the stairway to University

All students will have the opportunity to climb the stairway to University, or a real alternative, and lead a fulfilling and happy life.

Mission

We promise to do whatever it takes to ensure that every child at Oasis Academy Wintringham achieves academic success and is empowered to climb the stairway to University. We firmly believe in a structured environment which is founded upon high expectations and no excuses. 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 Wintringham is the idea of a rich and balanced educational environment - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally.

The goal is to raise aspirations, unlock students' potential and work towards achieving excellence through encouraging a 'can do' culture which nurtures confident and competent people. 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 'PRIDE' at Oasis Academy Wintringham to help remember the five Oasis Ethos Values.

Values

Perseverance

A sense of perseverance to keep going for the long haul.

Relationships

A commitment to healthy open relationships.

Inclusion

A passion to include everybody.

Diversity

A desire to treat everyone equally, respecting Diversity.

Everlasting Hope

A deep sense of Everlasting Hope that things can change and be transformed.



We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike.

Therefore, we actively promote and practise the Oasis 9 Habits.

The 9 Habits are fundamental and underpin all actions, approaches and relationships in in regard to student behaviour.

The 9 Habits inspire us to behave in away that enables us to be our best and bring our best to our learning and the community we are a part of.

Lever 2: Personal Development Curriculum

Character development at OAW

Developing character, as well as the academic curriculum, covers everything else we provide and do as an Academy.

1. The 'taught' character curriculum:
 - SMSC (Social, Moral, Spiritual and Cultural)
 - CEIAG (Careers Education, Information Advice and Guidance)
 - Strong Extra-Curricular programme
2. The culture created by staff behaviours and the systems and routines within the Academy. This is often less tangible and will be seen in the way students move around the Academy, enter for assemblies or interact with each other. This is known as 'The Wintringham Way'



"Intelligence plus character - that is the goal of true education" *Martin Luther King*

'Character virtues should be reinforced everywhere; on the way into the classrooms, in the corridor, on the playing field, in assemblies, posters, staff communications and staff training as well as in relations with parents.'
The Jubilee Centre for Character & Virtues, Birmingham University

Lever 3: Protocol for Behaviour

Role of the Academy Leaders to create and embed a positive learning environment and culture.

- We believe that good relationships are at the heart of everything we do.
- The vision for behaviour will be visual, consistent and fair, with high expectations.
- Model, explain and promote high aspirations and expectations for every student and member of staff.
- Foster character and self-belief and encourage all stakeholders to become the best versions of themselves.
- Create a curriculum model that delivers academic and vocational excellence, achieving outcomes that drive social mobility, increasing student aspirations and life chances.
- The Academy has well-established and universally known and understood systems of behaviour.
- All leaders within the Academy establish a positive culture - usefully defined as 'social norms' (expectations).

- Our policy and protocols allow all stakeholders to understand and see the positive relationship between behaviour choices, their personal values and academic learning outcomes.
- Analyse data and intervene with effective bespoke intervention to change current behaviour.

For all Academy staff.

In our practice at Oasis Academy Wintringham we encompass the following principles for engaging students:

1. Staff must manage student behaviour, promoting and developing positive learning habits and ensuring focus from all students, including those who are easily distracted.
2. Adopt planned, proactive strategies that allows curriculum content to be implicitly understood, whilst maintaining strong relationships.
3. Staff will use clear and assertive language to ensure student participation, including those who are not necessarily interested in learning and who need to be persuaded of its value.
4. Strong, clear and consistent behaviour procedures will be displayed and followed by all staff.
5. Students will be rewarded for exceeding the high expectations that the Academy set.

Specifically we:

- Follow 'The Wintringham Way' by positively meeting and greeting students.
- Actively engage with the use of diverse techniques and strategies to prevent and de-escalate low-level disruptive behaviour.
- Reflect continually on our behaviour management practice and seek to develop this collaboratively.
- Foster a restorative approach to resolve conflict with both students and their families.
- Start a new learning opportunity with a 'fresh start'.

Role of students and their parent/carer.

- Sign the Home/Academy agreement and value 'The Wintringham Way'
- Arrive punctually, with appropriate learning habits.
- Allow staff to educate and other students to learn and make progress academically and socially.
- Support the Academy by taking responsibility and self-regulate low-level disruptive behaviour.

Academy Vision - *Climbing the stairway to University.* All students will have the opportunity to climb the stairway to University, or a real alternative, and lead a fulfilling and happy life.

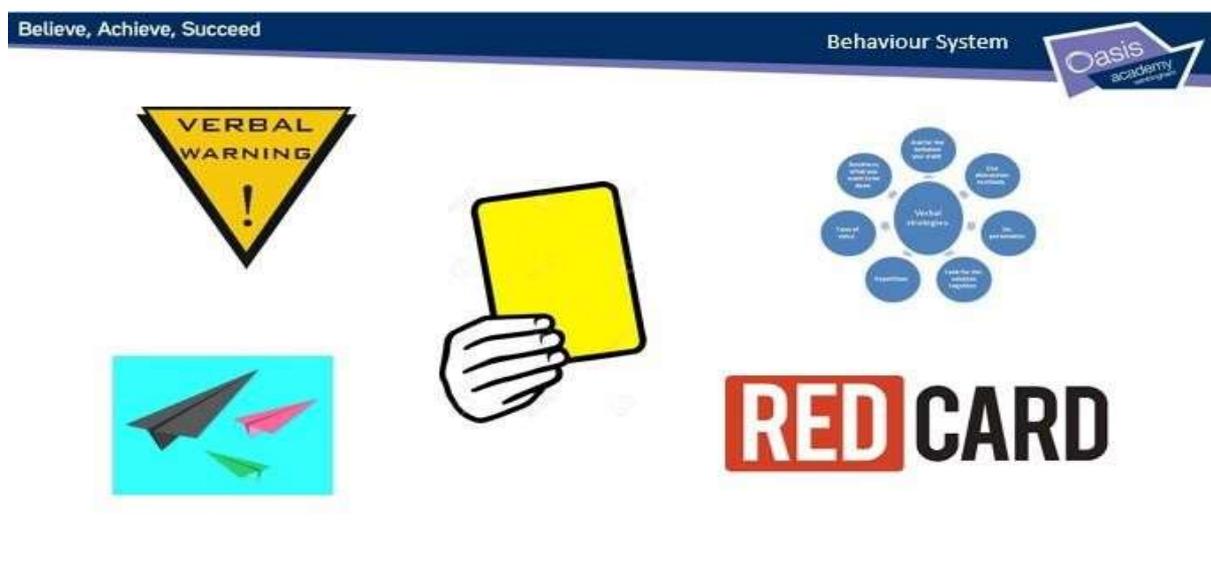
Expectations:

1. I am punctual and arrive in the Academy with the basic equipment (black pen, pencil, ruler, purple pen, planner & reading book).
- ~~2. I am responsible for my belongings.~~
3. My uniform adheres to the Academy policy, including my shoes and jewellery.
4. I walk with purpose along corridors, using the one-way system, respecting the rights of each individual.
5. I will positively engage with my education, show respect for adults & my peers at all times.
6. I act with maturity, take responsibility for my actions & demonstrate positive attitudes towards my education.
7. I show kindness & respect, good manners, listen to & follow instructions during each learning opportunity.
8. I am respectful at all times; treating others how I would want to be treated.
9. I am considerate of others, acting with self-control during unstructured times (breaks, lunch & lesson changeover).
10. I am focussed and ready to learn!

Our behaviour system is very clear

1. Verbal warning
2. YellowCard
3. RedCard

Adults will use diverse de-escalation strategies and allow time for compliance to engage all students in their learning.



OAW Behaviour / Rewards ladder

R5 Governor's Citizenship Award	Service to the Academy and/or community nominated by Pastoral Team (termly), that reflect the 9 Habits.	20 Achievement Rewards Presented in assembly
R4 Principal's Award	100% attendance & good behaviour, nominated by Pastoral Team (termly), that reflect the 9 Habits.	10 Achievement Rewards Presented in assembly
R3 Gold Award	Special recognition for academic progress and/or contribution to the Academy community (Termly)	Presented in assembly
R2 Silver Award	Outstanding work and/or contribution to the Academy. E.g. House events, which reflect the 9 Habits.	Presented in assembly
R1 Bronze Award	Good work and contribution to lessons, including tutor, which reflect the 9 Habits.	Presented in Assembly
Verbal Warning	Verbal warning to change actions	-
C1 Yellow Card	Warning. Student required to change their behaviour	-1 Behaviour Point
C2 Red Card	Time Out called 60 minute Correction issued	-6 Behaviour Point
C3 TOTAL/Inclusion	Internal Exclusion Isolation 0830-4pm	-12 Behaviour Point
C4 Fixed Term Exclusion	Fixed Term Exclusion Possible Pastoral Support Programme (PSP)	
C5 Permanent Exclusion	BAC Referral Permanent Exclusion	

Sanctions for particular behaviour events will be clearly and accurately communicated within the Academy's policy and procedures with both the student and parent/carer.

Student achievement will be celebrated at every opportunity. We know many of our students appreciate and respond to sincere recognition of their achievement and this is the most valuable reward available.

All stakeholders of the Academy prioritise intrinsic rewards to positive behaviour (better learning, the value of the subject itself or sense of achievement). Student achievement will also be regularly recognised through termly celebration assemblies (as above), with achievements acknowledged in writing to parents/carers.

At the end of each academic year, there will be an additional 'Zero Hero' award, which celebrates students who have received zero negative behaviour points but also achieve 100% attendance.

Behaviour Rewards (Green)

1. All staff offer positive and specific praise for all students on a consistent basis.
2. Regular contact is made with parents /carers from all staff members.
3. Achievement Points are awarded lesson by lesson but also on a termly basis.
4. Subject Student of the Month is celebrated and displayed around the Academy.
5. Recognition of achievement is shared and celebrated in tutor groups and assemblies.
6. Staff also nominate students for tea & cake with the Principal.
7. Achievement Points are cumulative across the academic year; Bronze, Silver, Gold, Principal's and Governors Citizenship awards.
8. Achievement Points against Behaviour Points form part of the criteria and eligibility to attend end of year reward trips.

When behaviour is unacceptable and disrupting learning (Orange)

1. The student will be given a clear verbal warning and time for compliance.
2. Academy staff will use diverse strategies to engage the student with their learning.
3. If the behaviour continues, a Yellow card is issued (recorded on Bromcom).
4. Academy staff will adapt their approach to change the flight path and retain the student in the learning environment.
5. If the behaviour continues, whilst time for compliance is given, a Red Card is issued (recorded on Bromcom) and the student will be removed from the lesson.
6. If x2 Yellow Cards are issued (two different lessons) a Correction is issued.
7. If x1 Red Card is issued a Correction is issued.
8. If x2 Red Cards are issued the student will be isolated for the remainder of the day for disrupting the learning of others in more than one lesson. The student will also complete a reflective & restorative piece of work whilst isolated in TOTAL the following day.
9. The member of staff who issued a Red Card will make contact with home on the same day.

Correction Structure:

Late	30 min Correction
X2 YC	30 min Correction
X1 RC	30 min Correction
Missed	Repeat 30 min Correction
30 min Correction	
X2 RC	TOTAL

Corrections will:

- be on the same day
- be an opportunity for student reflection
- allow restorative conversations to take place
- provide the opportunity to 'correct' behaviour

When behaviour is persistently unacceptable and disrupting learning (Red)

1. Fixed Term Exclusion will be applied.
On a student's return to the Academy, a meeting with a senior leader will reflect on the reasons for exclusion, look at how best to support the students and reduce the possibility of repeat behaviour. A behaviour contract will be written and the student will be placed on an ALT report (see below).
2. Where behaviour is deemed serious, dangerous, a health & safety risk or persistent and all available support has been provided, the Academy will either:
 - Request further support by referring the student into the Behaviour Attendance Collaborative (BAC)
 - Permanently exclude the student

Restorative Justice:

Restorative justice enable sa wider view of Academy discipline. Within a restorative approach, we think beyond students breaking the rules but also the wider impact of it causing harm (to themselves, other students, Academy culture and the community we serve).

Therefore, from a restorative perspective, a just response must address not only the wrong doing, but also the harms involved. If all the interested parties are willing, the practice of a restorative approach is a way to help and support students understanding and discuss the harms. Through restorative meetings, students learn how to repair the harms. The aim is to lead transformational changes where students take responsibility for their own behaviour choices, understanding the impact they have on others, the Academy and the community.

A restorative conversation asks the following set of questions:

1. Who was harmed?
2. What are the needs and responsibilities of all affected?
3. How do all affected parties together address needs and repair harm?

Restorative Justice emphasises restoration by working with all parties involved in the conflict to work out how best to repair the harm. It pays attention to community and the victim's needs in addition to the accountability of the person who caused harm. By encouraging a restorative approach we are committed to maintaining and strengthening Academy relationships. A restorative approach also reassures students that following mistakes we can rebuild a sense of justice that can sometimes be lost when just applying the traditional disciplinary procedures.

These procedures can neglect this when there is a haste to punish offenders.

The main aspects of restorative justice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

A Restorative approach can take many forms but at OAW we mainly use Peer Mediation & Staff/Student conversations.

When implemented to resolve conflict, a restorative approach brings together the person or persons harmed and the person or persons who caused harm. The meetings will enable the participants to decide the response to the harm and allowing those who committed the offence to understand the true impact of their actions while also offering them the opportunity to take responsibility for their behaviour.

Structure of a Restorative Justice meeting:

Preparation

- Staff will attempt to hold a restorative conversation at the earliest (and most appropriate) opportunity.
- Staff will seek advice and/or support from the Behaviour and Pastoral Teams prior to any restorative conversation.
- Staff will use the support cards provided as a structure for the conversation

Meeting

- Students will be collected from their Correction by members of staff
- Meeting will take place in a comfortable area, away from any distractions
- Pastoral staff may support and facilitate discussions

Outcome

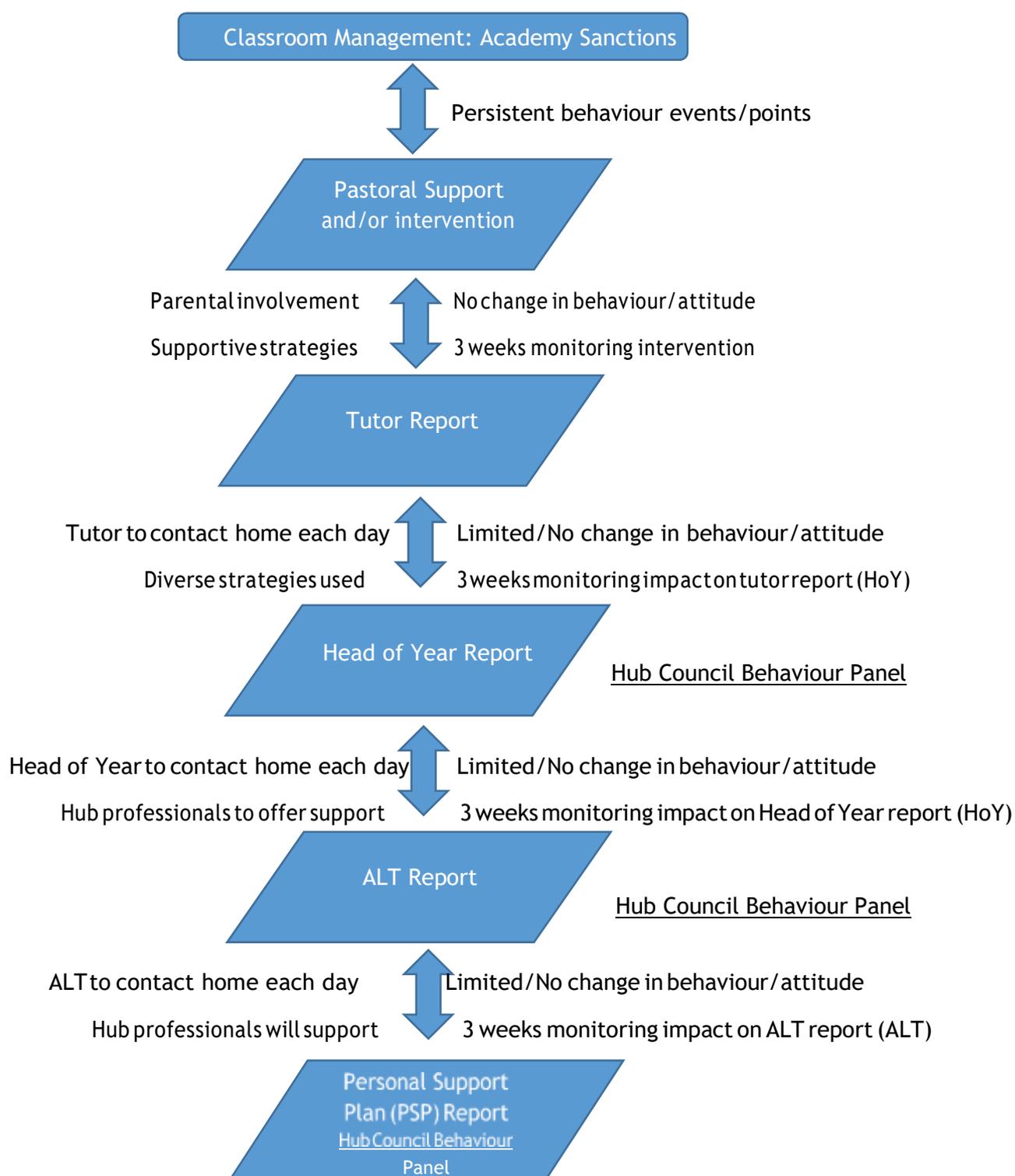
- The next day/lesson is a fresh start and a new opportunity.
- Staff will liaise with pastoral staff should any additional information be shared during the conversation.
- Any agreement made between staff/student is recorded and shared with key pastoral staff.

Student Behaviour Reports:



Placing students on a behaviour report is a proactive and supportive way for negative behaviour to be monitored and modified. Students are placed on a report if a particular behaviour trait(s) have been persistent for a period of time. Prior to a student placed on a behaviour report, positive triangulation between the Academy, parent/carer and student will have occurred.

The Student Report cycle is reflective of where/how students are behaving and supported.



De-escalation and diffusion strategies

As children age, their skills develop. However, not all children progress at the same rate; what might be considered appropriate at one age, for one child, may not for another. Behaviour is a developmental-related skill.

Like any other skill, good behaviour can be acquired and perfected over time and with repetition (practice). There

are many reasons why people behave the way they do- but there are only four common purposes:

1. **Social Attention:** attention from others
2. **Tangibles:** desire for certain things
3. **Escape:** avoid/escape situations or activities that they do not like, or do not find that rewarding
4. **Sensory:** internally rewarding, or self-

reinforcing
The goal of de-escalation:

To build rapid rapport and a sense of connectedness with an agitated person in order to reduce the likelihood of escalation.

Early Warning Signs	
Tapping	Change of mood and level of anxiety
Going red in the face	Pacing, movement (towards you or away)
Removing clothing - blazer	What they are saying, how they are saying it
Clenching fists	Changes to their baseline behaviours
Finger drumming	Eyes - watchful, scanning, assessing
Humming	Concentration problems
Avoiding eye contact	Disorganised
Head down on the desk	Gestures - jerky / uncontrolled
Tone of voice, body language, facial expressions	

Breaking a behaviour cycle:

In order to develop good behaviour habits or change an inappropriate behaviour cycle, staff will reflect on 4 key questions:

1. What message do we think the behaviour is communicating?
 - Why do we think that? What do we actually **know**? What are we **assuming**?
 - What else could it mean? (ABC (Antecedent, Behaviour and Consequence) charts?)
2. Where can we intervene?
 - What do we have control over?
 - Whose behaviour can we really control?
3. What can be done differently?
 - What are we doing now? Is it answering the message?
 - Is it helpful or not? How do we know?
4. What might be more effective at responding to the underlying message?
 - Has that been tried before? - Did it work? is it worth trying it again?
 - What (if anything) has changed since then?
 - How will the child interpret my/our response?
 - Will this be helpful or not?
 - How can I help the child to interpret my response? (preparation, being explicit)

De-escalation

Listening
Redirection
Distraction
Take up time

Verbal support and advice
Take up time
Negotiation
Contingent touch
Repeat instruction

Consequences stated
Choices offered
Calm talking

Reassurance
Success reminders
Time out/in

De-Escalating Positively

Use positive and helpful statements such as:

“I want to help you!”

“Please tell me more so I better understand how to help you.”

“Let’s call Mr. Smith...I know he would be able to help with this...”

“Ms. Jones handles this for our school, let’s ask her what she thinks about this situation ... She is always willing to help!”

Put yourself on his/her side of finding a solution to the problem.

De-escalation strategies are used to reduce the impact of low-level, negative behaviour for learning and to avoid an escalation.

More specifically:

Non-Verbal	
Body Language	Relaxed and non-threatening body stance (open, relaxed with hands down)
Appropriate Eye Contact	Intermittent (according to a students’ emotional state). Show attention not dominance
Facial Expressions	Appropriate to student concerns - matches what is being said
Enlisting colleagues and/or individual techniques	Use other staff (if possible) to move/divert. Use of any individual techniques on a student’s behaviour or SEND plan.
Directing to other activities	Issue a differentiated task (maybe practical if appropriate)
Proximity / effective use of space	Move closer to show attention or away to give personal space

Verbal	
Meet & Greet	Positively welcome students from the classroom door, with an appropriate Do Now activity ready
Understanding	Putting into words your perception of the ‘grievance’. Keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or the students preferred method of communication (focussing on the behaviours you want them to display, rather than the ones you don’t)
Modelling	Behaving & speaking in a way you want students to behave calm/reasonable/helpful. Use of the Oasis 9 Habits De-escalation Tool.

Oasis 9 Habit De-escalation Tool

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

Lever 4: Behaviour Training and Professional Development for staff

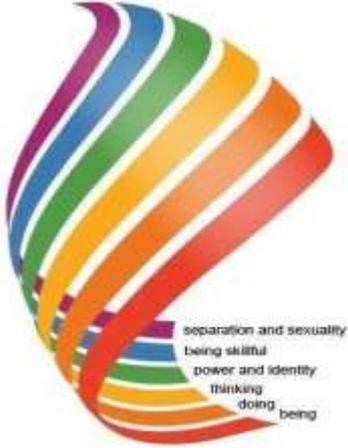
To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our Teaching & Learning (pedagogical) professional development, behaviour data and diverse strategies are shared and discussed during staff CPD sessions throughout each academic year.

As well as collaborative development at a whole Academy level, the Middle Leadership Team analyse their subject's behaviour data each half term and strategically plan for any CPD requirements.

In addition, we engage with expert and specialist support/training where necessary, for key staff, including:

- Impactful parental meetings.
- Restorative Justice.
- Mental Health First Aid.
- Physical Restraint.
- Managing anxiety, grief and self-harm.

Staff are encouraged to adopt the Thrive approach:

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