

This Procedure is specific to Oasis Academy Bank Leaze. It should be read in conjunction with the Oasis Community Learning Behaviour for Learning Group Policy and with our anti-bullying policy.

Rationale: At Oasis Academy Bank Leaze we believe that there are two equally important reasons for developing and ensuring positive behaviour amongst our pupils: ensuring our students develop the behavioural characteristics necessary to succeed in the wider world and the next stage of their education **AND** ensuring that the best environment exists for learning in our Academy. Respect and self-control are the two key tenants of our behaviour rationale. These are key to unlocking futures.

The law in this area is very clear: Teachers have statutory (written in law) authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Our Academy Motto & Rules

Work Hard, Be Nice, Show Character

Motto	<u>Rule</u>	<u>What to do</u>
Work hard	<ul style="list-style-type: none"> Work hard! 	<i>Do the expected amount of work Take care of your work Listen carefully to instructions Never distract yourself or others</i>
	<ul style="list-style-type: none"> Never shout out 	<i>Wait patiently to be asked</i>
Be nice	<ul style="list-style-type: none"> Be gentle with others 	<i>Never try to hurt anyone. Learn to say sorry.</i>
	<ul style="list-style-type: none"> Keep lines quiet & controlled 	<i>Face forwards Keep hands to yourself</i>
	<ul style="list-style-type: none"> Say kind things 	<i>Is it kind? Is it helpful? Is it necessary?</i>
	<ul style="list-style-type: none"> Be polite 	<i>Say 'thank you'; hold doors open, reply to people.</i>
Show character	<ul style="list-style-type: none"> Be respectful to whoever is speaking 	<i>Look at the speaker – show you're listening Keep your hands off your face Nod to show you understand Never argue or interrupt or "make noises" Use polite words – 'I'm sorry'</i>

Our behaviour processes will be carefully shared with pupils and parents at the start of the academic year through assemblies and letters.

Rewarding Positive Behaviour:

We believe that the most powerful reward for positive behaviour is sincere praise. We will use this wherever possible BUT we will be careful not to praise children for doing what we expect of all children. "Well done for lining up" makes no sense to us – it really says that you didn't expect the child to do that reasonable action.

When we use 'praise' we try to ensure that it promotes a growth mind-set. Praise should be process centred NOT person centred.

The table below gives examples:

Person centred	Process centred
These are all correct. You must be really smart!	These are correct: you must have worked really hard.
You're good at maths!	I like how you have tried to solve that problem.

Merits: we operate a Merit and Demerit system.

Merits are given to children who do their very best to follow our school motto.

Exceptional work, including test scores and rapid improvement can be awarded merits as can being exceptionally kind and showing exceptional character.

The use of the word 'exceptional' here is important. It means that merits are not given for things that we would expect of all children.

In a term, children are awarded certificates at Bronze (10), Silver (20) and Gold (30) – they must be this number 'ahead' – for example, if a child has 2 demerits, they will need 12 merits to qualify for a Bronze award. Children can gain a certificate in each term and a coloured badge once for each colour. These are recorded on a 'merit card'. These MUST be signed by a member of staff.

De-merits are covered in the 'low-level disruption' element of this policy.

Scholar of the Week:

In each class, each week a student is selected who has shown the most 'scholarly' behaviour. This may be in form of an outcome – an outstanding piece of work or a process – the way they have responded to feedback for example. Students have to earn this award. It is not given 'on rotation'.

The student's parents are contacted on a Thursday and they are invited to attend a whole school assembly on the Friday where their child will be presented with their Scholar of the Week award. A dedication will be read by their class teacher and they will be dressed in a mortar board and gown. Collectively the Scholars get to 'throw' their hats as the school recites its motto. The Scholars are then invited to 'High Tea' in the Principal's office that afternoon.

We also give awards for attendance, Artist of the Week, and Sports Person of the Week.

Year 6 Leavers' Assembly:

This is an annual event at the end of July to celebrate the progression of our Year 6 students to secondary school. There are awards given to pupils who have achieved high 'levels' or who have made accelerated/exceptional progress.

EYFS:

In the EYFS children are encouraged to make 'good choices' and are rewarded with praise, stickers and certificates. If they choose to make a bad choice they are given a verbal warning using the visual behaviour display. If they chose not to modify their behaviour then they will have 'time out'. This will involve either spending a short period of time on the 'Thinking Chair' or in another class depending on the individual. In Reception class if they have had any time out they will carry out 'payback' at either playtime or lunchtime. This is outlined on the EYFS behaviour consequences chart displayed in both Nursery and Reception.

Low level disruption KS 1 and 2:

Teachers have a right to teach; pupils have a right to be taught.

Pupils must learn respect and self-control. These unlock futures.

Low level disruption is classed in our Academy as those seemingly 'small' acts that break the flow of learning with the classroom. It is unacceptable. We will challenge it where ever it exists.

Initially children will, usually, be warned about their conduct – **using the most unobtrusive intervention possible**. This may be a non-verbal cue. This may be a quiet statement given on a 1:1 basis. This could involve a 'public correction': "No thank you" followed by the required behaviour (but this should be the rarest method and it should be very short – to avoid "time on stage"). Where, in those rare circumstances, public corrections are necessary we will be mindful of our commitments to the Teaching Standards. We will ensure that we are: treating pupils with dignity, building relationships rooted in mutual respect.

If a child persists in following a behaviour which is harming their own learning or the learning of others, we use a system of 'de-merits'. These are given by any adult in the school and recorded on a child's merit card. We will never 'threaten' a demerit – that devalues them and our credibility.

In a session, the first demerit is recorded on their merit card (and signed) – this may be done at the end of the session (doing it immediately may disrupt the session). If the child receives a second de-merit in the same session, they will leave the lesson and go to the 'Learning Zone'. Here, they will either complete the work from the lesson, complete maths drills (to practice arithmetic) or complete lines (to practice handwriting). Pupils in KS2 will NOT return to the lesson that they have left: allowing them to do so would be unfair on the other pupils and disruptive to the education of those pupils who have met our reasonable expectations and followed our reasonable instructions. For pupils in Year 1 and Year 2 we will strive to return the pupil to the classroom environment if they are ready to access learning after a suitable amount of time. However, this is at the discretion of the professionals involved. .

Pupils will remain in the Learning Zone for the break time immediately following (for an age-appropriate / factored amount of time). If it is an afternoon session, they will be 'late' out of school – leaving at 3.30pm.

Repeatedly receiving demerits clearly means that a pupil is not behaving in a way that allows themselves and others to learn in an environment to produces good learning. So, if pupils repeatedly gain de-merits, there is a consequence. For KS1 pupils, this will mean missing additional break times. **For KS2 pupils we have decided that 10 demerits in a term will result in an afterschool detention.** These will take place on a Friday after school, until 4.00pm.

Parents will be informed about these in writing by a member of the leadership team, however, we will endeavour for class teachers to inform a parent that such a consequence is 'close' as pupils get to 7 or 8. They will be given at least two days' notice – that is, the LATEST a parent can be notified of a detention is the Wednesday prior to the Friday detention.

We are very conscious of the need to correct behaviour in Year 1 in a manner that is not disproportionate. In Year 1 the class teacher may deem it necessary or appropriate to put in a middle stage where a pupil spends some time on a 'thinking chair' either inside or just outside of the classroom.

In terms of KS1 consequences, we will usually ask a pupil to miss an amount of break time that matches their age.

Students who are persistently disruptive

For students who are persistently disruptive, we will take further measures to ensure that learning is not disrupted.

- We may choose to educate the child away from their peers for a period of time to be decided by the academy leadership team
- We may insist that they do not attend clubs, including breakfast club.
- As a last resort it may be necessary to exclude the pupil from school, in line with the DfE's guidance.

Where students are persistently disruptive, we will ensure that we have a full, open, honest and healthy dialogue with the child's parents.

Instant Red Behaviours

Sometimes pupils will do things that do not just justify 'a de-merit'. Though rare in our academy, some things are "instant reds" – these aren't about 'modifying behaviour' – they are about behaviour which needs to result in a child immediately leaving the room, either to go to another class OR, often, a member of the leadership team.

All of these will be at the decision of the STAFF
– their decision is final

- Deliberately hurting someone
- Throwing objects
- Behaving dangerously
- Leaving the room without permission
- Being seriously rude or disrespectful to a member of staff

These actions **will** all result in a consequence, to be decided by a member of academy staff. In the most extreme situations this can include exclusion.

Red lines:

Acts of violence against other students or staff members will not be tolerated.

These will result in missing an age-appropriate amount of time at lunchtime – under supervision from an ALT member. They may also be withdrawn from their class to work with a member of staff for a period of time. If children persist in hurting others, they will face further consequences, up to and including exclusion. Parents will always be informed when a student has carried out an act of violence. **Gross acts of violence against other students or against members of staff may result in immediate (fixed term) exclusion. Repeated incidents or the most extreme incidents could result in permanent exclusion.**

Racist incidents.

Racist incidents will not be tolerated and will be treated on a par with physical assault. This may also require further intervention – an RJ process and work with the SARI team. Consequences and actions by the academy will be proportionate with the perpetrator's age and level of cognitive understanding.

Homophobic incidents.

Homophobia will not be tolerated and will be treated on a par with physical assault.

Disciplinary Sanctions:

The following sanctions have been approved by the OCL national board -

- Removal from the group/class for a particular lesson or lessons.
- Withdrawal of break or lunchtime privileges;
- Withholding participation in educational visits or sports events which are not essential to the curriculum;
- Detentions – with written notification to parents
- Completion of work or extra work;
- Carrying out a useful task in the school;
- Internal exclusion – taking the form of a day or ½ with no contact with other pupils;
- Fixed term exclusion; and
- Permanent exclusion

We also reserve the right to insist that children do not attend clubs and/or to educate children in other classes for extended periods of time.

Use of Physical Force:

In line with guidelines from the Department of Education, we believe that the use of reasonable physical force is sometimes necessary in our Academy.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, **and to maintain good order and discipline in the classroom.**

Where physical force is used by a member of staff, a specific form will be completed and parents will always be informed. These incidents are analysed by the safeguarding lead.

Use of seclusion / isolation

We do not have a seclusion or isolation room in our academy.

Recording of Behaviour:

All negative behaviour incidents that lead to a pupil leaving a classroom will be recorded on 'SLEUTH' and analysed by the ALT team. Parents will have data shared with them at parents' evenings.

However, of single "demerits" we will not record the nature of that demerit – it creates an unnecessary burden on class teacher and also challenges the validity of their professional judgement and standing. If a pupil has 10 demerits, that's because a professional has given them 10 demerits over time; it is not for that professional to explain and justify each of those demerits – that erodes credibility.

Where acts of violence occur, statements will be recorded on incident forms. These will be kept as a record.

Management of Conflict: SUMO

Wherever there are people, there will be conflict; this is a reality of life. It is our belief that it is vital that we teach our students how to manage conflict in a peaceful and positive way.

In our academy we have adopted the principles of SUMO – Stop. Understand. Move On. SUMO – from the Japanese word meaning 'I choose' – encourages our students to actively manage their own conflicts with adult guidance.

There are six key principles to SUMO:-

Change your t-shirt
Remember the beach ball
Ditch Doris Day

Hippo time is OK
Develop fruity thinking
Learn Latin

We teach the students this simple equation:

$$\text{Event} + \text{Response} = \text{Outcome}$$

We have 7 key SUMO questions for managing conflict:

- 1) How do you feel?
- 2) Why do you feel like this?
- 3) Where is your problem on a scale of 1 to 10?
- 4) Will your problem matter in 1 month / 6 months / 1 year ?
- 5) What can I/you learn from this problem?
- 6) What will I/you do differently next time?
- 7) What positives came out of the problem?

Bullying

Bullying is behaviour by an individual, peers or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally. An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is registered as a pupil at our Academy. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focussing on the issue of sexuality;
- Ability - because of, or focusing on learning and/ or physical disabilities;
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including sexting & calls, misuse of associated technology (social media applications, camera & video facilities, MSN etc.)

Where these forms are peer on peer abuse, this represents a Safeguarding issue, and Safeguarding principles, set out in Keeping Children Safe in Education, apply.

We ask parents and pupils to follow the following principles to aid our work against bullying:

Please tell an adult at the academy about it as soon as possible.

Please allow the academy time to investigate.

(Parents) Please don't tell your child to use violence—this rarely works and could get your child into a very difficult situation.

What will the Academy 'do'?

Listen to concerns.

Record them thoroughly – we use SLEUTH & CPOMS to do this.

Listen to the other party involved.

Offer support to the child who has been bullied.

Contact parents of the alleged bully and explain the need for a change of attitude / action.

There will be sanctions against the bully in line with the Behaviour Policy.

We may ask the child to help us to record their experiences over a short period of time (2 weeks) - our 'red book'.

Once the concern is raised, if the bullying does not stop there will be an escalation of sanctions against the bully.

Sometimes we will hold a restorative justice meeting between the two parties where the person who has been bullied gets to give their point of view with staff support—this is very powerful!

This policy should be read in conjunction with our national Anti-Bullying Policy & Safeguarding Policy

Due for Review: September 2019.