

Oasis Academy South Bank

Behaviour Policy

2023-24



Approved by	Anna Richardson, Principal
Last reviewed on	1 st September 2023
Next review due by	1 st September 2024



This policy should be read in conjunction with the OCL Behaviour for Learning Policy, which can be accessed here: [Behaviour for Learning Policy \(finalsite.net\)](#).

Statutory guidance on Suspension and Permanent Exclusion can be accessed here: [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#).

Guidance on managing behaviour in schools can be found here: [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

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Appendix 1: Red Line Stages

1. Intent

At OASB, behaviour is exemplary. The behaviour system is unpinned by consistent daily routines and rules, which are clearly understood by staff and students. We are explicitly 'warm and strict' and have high expectations for our students. We believe that all students have the right to disruption-free learning. We aim to 'shape the path' for students through these clear routines and expectations.

2. Vision and Values

Our behaviour policy is centred around our school vision and values, which are embedded into our every day routines. All students and staff are able to articulate our values and what they mean in practice.

Vision

All young people, regardless of starting point, will 'Climb the STAIRS to Greatness' at Oasis Academy South Bank. Through love, nurture and a rigorous academic focus, Oasis Academy South Bank students will, ultimately, be successfully and happily employed in a career with prospects and become a model citizen.

Values

Scholarship: *To create a purposeful, focused learning environment where no learning time is lost.*

Transformation: *To actively teach and promote the habit of accepting responsibility for one's actions and learning from mistakes.*

Aspiration: *To create habits which ensure that students are successful in their dream job, no matter what that might be.*

Inclusion: *To have the highest expectations of every student's behaviour, no matter their starting point or complexity.*

Resilience: *To encourage and acknowledge good behaviour, recognising the value of self-discipline.*

Social Responsibility: *To work in active partnership with our families and community to encourage excellent behaviour and to support and collaborate to improve behaviour where there are difficulties.*

5. Rewards and Recognition

Whilst we strive for students to be motivated by the intrinsic value of doing the right thing and achieving as a result of this, there is alongside this a strong culture of rewards and recognition at Oasis Academy South Bank. Students receive house points on Class Charts for demonstrating our school STAIRS values. Members of staff issue these in lesson, in social times and in the community. Parents and students can monitor their current number of house points via the Class Charts App. At the end of each lesson, every teacher nominates their 'Fab 4' which automatically generates an email home and issues the student 5 house points.

Students are rewarded for receiving house points both individually and in their House Groups. Rewards are, to students, randomised and could include sweets, vouchers or extra social time. Heads of Year run assemblies, in which house points are mentioned and rewarded on a weekly basis. At the end of each half term, there is a Celebration Assembly, in which the House Group in each year with the highest collective house points is rewarded. This might be some additional social time, or a breakfast delivery in the House Time! At the end of the year, the house group with the highest receives a House Cup.

Further to house points, Head of Year each week in assembly issue a Head of Year certificate and these students on the following Monday morning break time have a 'Principal's Breakfast'. Each half term, in Celebration

Assembly, awards are given out in every year group for each subject, as well as STAIRS awards for those students best demonstrating our school values that half term.

6. Sanctions

At Oasis Academy South Bank, we have high expectations and hold students to account for this.

6.1 Demerits

Each student has a planner, in which any demerits are recorded. Planners help to create a level of self-regulation around student's behaviour, as well as making it efficient for staff to be able to issue quick demerits on the corridor.

Students can be issued demerits both in class and in social times. If a student receives 3 demerits in one of these sections in a week, they would have to sit a 20 minute correction (detention) during a break or lunchtime.

Examples of something that could lead to classroom DM (a non exhaustive list):

- Missing equipment
- Communicating at the wrong time
- Incomplete homework

Examples of something that could lead to community DM (a non exhaustive list):

- Uniform infringement (e.g. shirt not tucked in, blazer not being worn)
- Talking on silent corridor
- Arriving late to line up

6.2 Immediate Corrections

If a student receives an immediate correction, this means they have a 20 minute correction (detention) after school on the same day. This would be logged on Class Charts by their teacher.

Examples of something that could lead to an immediate correction (a non exhaustive list):

- No homework
- A poor response to a demerit – not using right time or right tone
- Continued disruption after a demerit
- 'Hands on' – physical contact
- Mean and nasty words
- Missing a line up
- Missing uniform (e.g. no tie or blazer)

6.3 Late Corrections

The doors close at 8.30am for all students. Any student arriving after this time would have a late correction logged. This means they have a 20 minute correction plus the number of minutes they are arrived late. For example, if they arrived 7 minutes late they would have a 27 minute correction to sit. Punctuality is important, particularly with our routines of morning line up and important messaging happening then.

6.4 Extensions

Extensions are issued for a more serious breach of school conduct. It results in an hour long correction that day after school, which is sat in the canteen.

Examples of something that could lead to an immediate correction (a non exhaustive list):

- On call* (removal) from a lesson
- Refusal to hand over planner for a DM
- Temporary planner (not bringing planner to school)
- Rudeness or defiance
- Poor behaviour in the community

*The On Call system is used to respond to students' whose behaviour means that they cannot remain in a lesson, or if they have failed to follow instructions during social time. In this situation, a senior member of staff will pick up the student and they will be issued with an extension. Alongside this, the member of staff will have

a reset conversation with the student about their choices and what that should do differently next time. If a student is removed from a lesson via the on call system, the student will be placed in a Shadow Classroom. This is the back of a lesson, and the student that has been removed will be expected to complete work silently or use their knowledge to Look, Cover, Write, Check in order to demonstrate regulation of their behaviour in order to return to regular lessons and social times the following period. If a student fails Shadow Classroom expectations, they will be placed in Relocation, either for the rest of that day or the following day.

6.5 Relocation

Relocation is our internal exclusion room, which is run by one of our Pastoral Managers. Students can arrive at 7.30am to sit their hour of extension before the day starts. In each session, students are given a score from 4 to 0 and this is analysed by the pastoral team at the end of each day to see if students have passed. Students have a rigorous curriculum, matched to their learning that half term in each subject. They complete all of their work in a using their school iPad with online resources linked to subject curriculum content, alongside- where appropriate- using a relocation 'passport' (workbook) which is checked as part of their score for each session. Parents would be contacted by phone the evening before the day in relocation.

Students would be referred to relocation for a very serious or continued incident such as:

- Missing an extension
- Failed on call (not following instructions)
- Receiving more than 3 extensions in one day
- Extreme rudeness or defiance to staff
- Physical incident
- Homophobic, racist or sexist language
- Dangerous behaviour online or in the community

Relocation referrals are to the discretion of the pastoral and leadership team.

6.6 Alternative School Based Exclusions (ASBE)

We work with some local schools, to utilise their internal exclusion rooms as a next layer of escalation for a short-term period. This is a form of directed provision to improve the student's behaviour upon their return to the Academy.¹ During the short-term period of the Alternative School Based Exclusion, students will receive curriculum work using their school iPad, and a reintegration meeting will be held with the student their family to support with improving their behaviour. An Alternative School Based Exclusion is exercised as a substitute to Suspension. This is to uphold education provision for the student as well as increase safeguarding parameters around the child by ensuring a suitable place for attendance during the time of this sanction. An ASBE would only be used in very serious instances such as, at the discretion of the Principal:

- Physical aggression
- Swearing at staff
- Repeatedly failing relocation
- Extreme defiance

ASBEs would only be issued by the pastoral leadership team, at the discretion of the Principal. Parents would be contacted to be made aware of these arrangements, and this will be confirmed in writing with the family.

6.7 Fixed Term Suspensions

Oasis Academy South Bank follows both the Oasis Community Learning Exclusions Policy and the most up to date DfE guidance on Suspensions. A full copy of the Guidance is available on the DfE government website and the OCL Exclusions Policy is available on the Academy website.

The Academy is committed to the value of inclusion and will only take the decision to exclude a student as an absolute last resort where a student's behaviour is deemed to be seriously harming the education and welfare

¹ Under Education Act 2002, the Academy has the right to direct a pupil off-site to improve their behaviour. Further guidance on this can be found here: [Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/section/57)

of others in the academy. This may be (but is not limited to) a result of violent, aggressive or dangerous behaviour, bringing the academy into disrepute, involvement with drugs, possessing a weapon.

Students who continually demonstrate disruptive behaviour and persistently breach the above behaviour expectations are also at risk of exclusion. Behaviour which disrupts the learning of others and is persistently disruptive to the safe, calm and effective running of the school can also result in an exclusion – fixed term or permanent.

6.8 Managed Moves

Oasis Academy South Bank utilised Managed Moves as an alternative to permanent exclusion or due to placement breakdown, for example in the event of school refusal and a parent requesting a change of school. We work with the Lambeth Fair Access Panel (FAP) to give other students from local community a fresh start by joining us on a Managed Move. These would usually be on a trial period of 12 weeks, with a review after 6 weeks, but this is to the discretion of the context agreed by the two schools.

6.9 Permanent Exclusion

As a final resort, a Permanent Exclusion may be issued by the Principal for extreme persistent disruption or a serious one off incident.

7. Pastoral Intervention Cycle

7.1 Daily Debrief

Daily Debrief happens at 4.15pm each day. All HoYs and KS AAPs meet to analyse behaviour data from the day, and make decisions about next steps and students in relocation the following day. Anything higher level would be passed to AP Behaviour for consultation. This ensures all events from the day have been picked up.

7.2 Spotlight

Bi- half termly meetings with each HoY and DP, AP, KS AAP, SENco, vulnerable student lead and HUB team to discuss those students who are vulnerable and flagging as the highest behaviour data in terms of extensions and relocations. Interventions and next steps are discussed and put in place.

7.3 Top 5% Briefing

Weekly meeting with Principal, DP Pastoral, AP Behaviour, KS AAPs, Vulnerable Students Lead and the HUB Youth Team Lead to ensure a joined up approach to the most vulnerable.

7.4 Interventions

Oasis Academy South Bank believes that students excel in a culture of high expectations. The Academy will keep the **bar** high for all students, and where necessary will put in place **stilts** to help pupils meet this bar. Where students have received recurrent sanctions and are not managing to successfully improve their behaviour, the Academy will use a number of personalised approaches decided at the above mentioned intervention points to support children and their families. These include:

Parent / Carer meetings

We want to work in active partnership with our families and community to encourage excellent behaviour and to support and collaborate to improve behaviour where there are difficulties. Following a serious behaviour incident or recurrent low-level behaviours we will invite parents in to meet with the relevant adults in school to work together to present a united and collaborative approach to improving behaviour.

Reset Conversations

When a student has made the wrong choices, adults will engage in a reset conversation. This may be with the teacher who has issued the sanction or with another key adult in the school. The aim of these conversations is to

shape the path for students and repair relationships between pupils and adults. Students will be asked: What could you do differently? Why is it important to do this differently?

Tracker cards

Where a student requires closer monitoring or additional recognition, they will be placed on a Tracker Card. This will initially be to their House Coach or Subject Teacher but, where unsuccessful, can be escalated to HoY, Assistant Principal, Deputy Principals or Principal. When students are on Tracker they will receive a score for their effort and behaviour tracked against three personalised targets. Students receiving a low score on a Tracker or not getting their tracker signed will have an additional sanction. Tracker cards may also be in the form of Habit Trackers and Star Charts, which are used to promote long-term changes in behaviour choices through repetition, social cues, and rewards.

Place2Be / Place2Talk

Oasis Academy South Bank has an in-school counselling service led by Place2Be. The Deputy Principal in charge of safeguarding will refer students to Place2Be sessions (with parental consent) when it is felt that they could benefit from a regular weekly counselling appointment. Students can self-refer to Place2Talk but may also be supported to do so by their House Coach, HoY or mentor.

Mentoring

Oasis South Bank has a range of adults, both in-school staff and members of the Hub team or other adults working for mentoring providers, who are able to provide one-to-one sessions for students who need a little more personalised support. This support will be discussed as part of the ongoing communication between school and families.

Referrals to external agencies

OASB leadership will work alongside the pastoral, SEN and safeguarding team to determine if wider support for a young person is needed via external agencies, this will be personalised to the needs of the young person but could include (not limited to) CAMHS, Safer London, children's social services, The Well Centre, Educational psychology, Early help, Safer School's Officer, St Giles Trust, Hub Youth team.

Alternative Curriculum

Where students are persistently disrupting the Academy's learning environment and have not responded to the sanctions and support systems put in place, the Academy leadership team may make the decision to modify a student's curriculum pathway. This will be personalised based on the student's need but will involve a fixed period of one-to-one or small-group work involving both the student's normal curriculum and a comprehensive programme of emotional literacy and managing emotions. This programme will be put in place in conjunction with parents.

8. Parental Expectations

We expect parents, in sending their child to OASB and hence agreeing to the Home Academy Agreement, to support school policies and decisions. Any behaviour deemed detrimental to their child's success, such as aggressive interactions with staff, will be dealt with by the Principal.

9. Bullying

Bullying or harassment is the use of deliberate aggression with the intention of hurting another person. Oasis Academy South Bank has a zero-tolerance policy towards bullying and any incidents of bullying, both inside and outside of the school building, will be fully investigated and taken extremely seriously.

Bullying/harassment 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;
- Because of learning or physical disabilities;
- Verbal- name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
- Cyber- all areas of internet use, such as e-mail, social media and internet chat room misuse;
- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, Apps etc

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with by the student Head of Year, who may utilise pastoral manager for support with the investigation
- Statements may be taken from both students and staff members
- Parents will be informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- Incidents of bullying will be recorded as a safeguarding concern

Students who have been bullied will be supported by:

offering an immediate opportunity to discuss the experience with a member of staff of their choice; reassuring the student; offering continuous support and restoring self-esteem and confidence.

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student.

Depending on the severity of the incident, any of the following sanctions could be used:

- Removal of student from certain times of the Academy day (e.g. removal of social time)
- Official warnings to cease offending/ behaviour contract
- Correction/Extension/ Relocation/ Alternative School Based Exclusion
- Suspension

10. Investigations

Heads of Year might sometimes deem it necessary and appropriate to conduct investigations into pupils' behaviour in the case of suspected bullying or misbehaviour outside of school. Heads of Year reserve the right to ask pupils to show them social media accounts on their phone or any online activity which might contribute to the progress of the investigation. This does not count as a confiscation and pupils can expect their phones to be returned to them on conclusion of the investigation unless they have been found to be involved in bullying or inappropriate social media activity. In this case the phone will be confiscated as per the policy. Any pupil who refuses to cooperate with the investigation will be placed into Relocation.

11. Searches

In order to deter pupils from bringing contraband items onto the school site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items on their possession. Students will have any contraband items handed over without a search confiscated

for a shorter amount of time, to the discretion of their Head of Year. In rare and extreme circumstances, usually when the School has received information that a pupil may have brought an offensive weapon to School, such as a knife, members of staff may undertake a search using a metal detector. In this instance, a search is undertaken by at least two members of staff of the same gender.

12. Physical Restraint

The Academy acknowledges its duties and responsibilities under the 2006 Education and Inspection 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.

13 Discretion

No behaviour policy can cover all eventualities and, therefore, the Principal and pastoral leadership team reserve the right to use discretion to help Oasis Academy South Bank pupils become model citizens and keep a calm and orderly school environment.

Appendix 1: Red Line Stages

At Oasis South Bank, red lines represent when students persistently or severely place other students' learning and wellbeing at risk, and in doing so, undermine South Bank culture. If a student crosses a Red Line, this represents a serious breach in behaviour expectations that will not be tolerated.

Where Red Lines are crossed, sanctions will be used in an escalated manner to reflect the severity of the behaviour shown. Staff will actively use 'Red Lines' in their scripts with students to prompt self-regulation:

- 'You have crossed a Red Line behaviour....'
- 'To turn-it-around, you now need to...'
- 'If you were to cross another Red Line, this would mean...'

<u>Stage</u>	<u>Sanction</u>	<u>Red Line</u>	<u>Potential Intervention</u>
<u>Stage 1: Correction</u>	After-school detention lasting 20 minutes	<ul style="list-style-type: none"> ○ 3 DMs in class or corridor ○ Uniform/Homework ○ Late ○ Wrong Time/Wrong Tone 	<ul style="list-style-type: none"> • Parental Text • Student Reflection
<u>Stage 2: Extension</u>	60 minutes detention.	<ul style="list-style-type: none"> ○ Oncall from a lesson ○ Walking away from staff ○ Failed/Skipped Correction ○ Truancy and refusal to attend lesson ○ Planner Fraud 	<ul style="list-style-type: none"> • House Coach call • Restorative conversation with teacher/House Coach • Behaviour Letter 1
<u>Stage 3: Relocation</u>	Internal Exclusion, Extension	<ul style="list-style-type: none"> ○ Failing Shadow Classroom/Oncall ○ Multiple Extensions/Oncalls in one day or one week ○ Multiple Extensions in one week ○ Physical Aggression ○ Extreme Rudeness 	<ul style="list-style-type: none"> • Head of Year Meeting • Pastoral Tracker • RJ with student/teacher • Relocation Passport • One-to-One with Pastoral Staff • Place2Be • Hub Mentoring • Behaviour Letter 2

<u>Stage 4: Alternative School Based Exclusion</u>	Internal Exclusion at alternative school provision	<ul style="list-style-type: none"> ○ Failed Relocation ○ Multiple Relocations in one term ○ Persistent Defiance ○ Violence towards another student 	<ul style="list-style-type: none"> • AAP/AP meeting • Behaviour Contract • Pastoral Tracker • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Place2Be • Hub Mentoring • EWS Referral
<u>Stage 5: Fixed Term Exclusion</u>	Period of Exclusion from School	<ul style="list-style-type: none"> ○ Extreme violence and physical aggression towards another students ○ Verbal abuse and extreme rudeness towards staff ○ Drugs in school ○ Brining the academy into disrepute Persistent refusal to follow instructions. 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract • Place2Be • Hub Mentoring • EWS Referral <p>Referral to other relevant external agencies -EP/ Early Help/ Children's social care/ police</p>
<u>Stage 6: Hub House</u>	Alternative Provision	<ul style="list-style-type: none"> ○ Continued failure to meet expectations of the academy ○ Serious Incident of poor behaviour 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • Hub Passport • 1-to-1 academic and behaviour support • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract • Principal Behaviour and Conduct Final Warning letter • Place2Be • Hub Mentoring • EWS Referral • EP/SEN referral Referral to other relevant external agencies -EP/ Early Help/ Children's social care/ police • Behaviour Letter 3
<u>Stage 7: Managed Move</u>	Dual registered with another school for trial period	<ul style="list-style-type: none"> ○ Continued failure to meet expectations of the academy, persisting over a period of time. ○ Serious Incident of poor behaviour 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • Hub Passport • 1-to-1 academic and behaviour support • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract • Place2Be • Hub Mentoring • EWS Referral • EP/SEN referral Referral to other relevant external agencies -EP/ Early Help/ Children's social care/ police
<u>Stage 8: Permanent Exclusion</u>	Place at academy terminated	<ul style="list-style-type: none"> ○ Physical aggression towards staff ○ Weapon in school ○ Dealing drugs in school ○ Persistent disruptive and defiant behaviour. 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • Hub Passport • 1-to-1 academic and behaviour support • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract

			<ul style="list-style-type: none"> • Place2Be • Hub Mentoring <ul style="list-style-type: none"> • EWS Referral • EP/SEN referral • ECHP referral • FAP referral
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