



# Behaviour for Learning Policy 2020-2021





Oasis Community Learning have a Master Behaviour Policy. This local OASB behavior policy should be read alongside the OCL Master Behaviour Policy:

4 Levers	At Oasis Academy South Bank:
<b>Vision and Values</b>	<p><b>Vision:</b> 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.</p> <ol style="list-style-type: none"> <li>1. Principles</li> <li>2. School Values</li> <li>3. Promoting our cultural norms</li> </ol>
<b>Routines, Systems, Structures</b>	<ol style="list-style-type: none"> <li>4. Promoting good behaviour - Rewards</li> <li>5. Punctuality and Attendance</li> <li>6. Sweat the Small Stuff</li> <li>7. Accepting a teacher’s instruction</li> <li>8. Sanctions</li> <li>9. Exclusions</li> <li>10. Supporting students behaviour</li> <li>11. Bullying</li> <li>12. Searching students</li> <li>13. Physical Restraint</li> </ol>
<b>Pastoral Curriculum</b>	<ol style="list-style-type: none"> <li>14. Enrichment curriculum</li> <li>15. Careers Information, Advice and Guidance</li> <li>16. South Bank 6- South Bank 6-cultural and social capital entitlement</li> <li>17. Personal, Social, Cultural and Health Education (PSCHE)</li> </ol>
<b>Pastoral Professional Development for Staff</b>	<ol style="list-style-type: none"> <li>18. Pastoral training and development for staff</li> </ol>

# LEVER 1: Vision and Values

## 1. Principles

At Oasis Academy South Bank, we want our students to be safe, happy and successful. We know that for students to achieve our two end goals – to achieve their dream job and to be model citizens- they need to develop excellent learning habits which will ensure their success both in school and in later life.

## 2. School values

Our aims for our behaviour policy are rooted in our school values:



<b>Scholarship</b>	To create a purposeful, focused learning environment where no learning time is lost
<b>Transformation</b>	To actively teach and promote the habit of accepting responsibility for one’s actions and learning from mistakes
<b>Aspiration</b>	To create habits which ensure that students are successful in their dream job, no matter what that might be.
<b>Inclusion</b>	To have the highest expectations of every student’s behaviour, no matter their starting point or complexity.
<b>Resilience</b>	To encourage and acknowledge good behaviour, recognising the value of self-discipline.
<b>Social Responsibility</b>	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.

## 3. Promoting our cultural norms

The following behaviours and social norms will be explicitly taught, modelled, reinforced and praised to ensure our learning environment is a happy positive environment where all children and adults feel valued and respected.

1. Making people feel happy, included, safe and wanted (keeping negative thoughts to yourself, being thoughtful towards others)
2. Encouraging another student to behave in an appropriate way
3. Making eye contact when you are speaking to your friends, your teachers or visitors
4. Listen and respect others when they are contributing or speaking
5. Smiling
6. Always saying “please” and “thank you”
7. Opening and holding doors for one another
8. Saying “Good Morning/Afternoon” “How are you? Can I help you?”
9. Volunteering to help other students or staff
10. Taking initiative
11. Doing what’s expected when others are not

## LEVER 2: Behaviour Systems, Structures, Routines and Rituals



### 4. Promoting good behaviour- rewards

We want students to be motivated by the intrinsic value of doing the right thing and achieving as a result of this; however, we also reward students for developing good learning habits. Teachers will reward students based on their effort, punctuality, attendance, progress and achievement within lessons as well as their behaviour around school and their contribution to the wider school community.

Examples of behaviour that would be rewarded at Oasis Academy South Bank are:

- Sustained effort in a lesson
- Being inclusive to someone feeling left out
- Showing a real improvement in your behaviour
- Attending school every day
- Excellent standard of work in an exercise book

Below are some of the ways that students will be rewarded:

- Verbal praise from teacher/House Coach/ Principal
- Merits
  - 75 merits = Bronze merit badge
  - 100 merits = Hot chocolate and pastry with the Principals
  - 150 merits = Silver merit badge
  - 200 merits = Gold merit badge
  - 250 merits = Afternoon tea at the Savoy Hotel
- Student leadership team
- Shoutout in assembly – round of applause
- Certificates
- Stickers and postcards
- Phone calls home to parents/guardians
- Selecting students to represent the school – show visitors around and attend additional extra-curricular visits/ trips
- Reward trips
- Attendance breakfast

### 5. Punctuality and attendance

We believe that:

- Students at the Academy have the right to the best possible education
- In order for students to access the best possible education, a high level of attendance is essential
- Students' ability to stay and feel safe, enjoy and achieve and to make a positive contribution may be jeopardised by poor attendance
- Every moment of our extended day is a valuable learning opportunity
- Students should practice good habits of attendance and punctuality to prepare them for the world of work

Our attendance policy lays out how we support, track and sanction students whose attendance falls below our expected level of 98%.

Students are expected to arrive at the Academy on time to be ready to start their learning.

Any lateness will result in an automatic 30 minute Correction, additional minutes will then be added to this time which correlates to the number of minutes a student was late. For example, a student who is 5 minutes late to school will receive 30 minutes automatic Correction plus 5 minutes for the number of minutes they were late, making 35 minutes in total.

Where parents know that their child is running late to school, it is helpful to contact the School Office to notify us but please note that the same sanction will apply.

## **6. Sweat the small stuff**

We have the highest expectations of all of our students and strive for them to leave us in a position to go on and achieve their dream job in a career with prospects.

We know that if we allow small behaviours to go unchallenged we are doing a disservice to our young people which will ultimately result in larger problems occurring.

Below are some examples of behaviours that Oasis Academy South Bank staff will never ignore:

1. Talking or making comments while the teacher or a peer is talking
2. Putting one's head down in class, slouching or leaning backwards in one's chair
3. Any uniform infringement (shirt out, top button undone, wearing trainers etc.)
4. Calling out without permission
5. Tapping their own desk or chair or that of another student
6. Trying, non-verbally, to get other students to laugh at them inappropriately
7. Refusing to SLANT
8. Talking, physically touching others or playing during line up
9. Rolling eyes or not making eye contact

## **7. Accepting a teacher's instruction**

We want our students to leave us and be prepared to go into their dream job a career with prospects. We know for them to be successful they need to be able to receive feedback in a positive and productive way. Therefore we will explicitly teach students how to accept feedback in a respectful and positive way, taking responsibility for their behaviour and learning from it.

At the beginning of every year students will be inducted as to how to accept a demerit or verbal or non-verbal teacher instruction. Where students want to speak further about a sanction they have received they will be taught how to do so using the **right time and the right tone**:

### **Right verbal tone**

- 1) *Please can we speak about it later?*
- 2) *Please can we speak about my DM? I'm not sure why I received this*

### **Right non-verbal tone**

- 1) *Handing over planner, positive body language.*
- 2) *Tracking the speaker, hands by side, positive body language*

### **Right time**

- 1) *NEVER at the time of the sanction.*
- 2) *Student approaches at the time set by the teacher.*

## 8. Sanctions

We have the highest expectations of students in lessons to ensure that no learning time is lost. In the classroom, teachers will firstly try and correct any inappropriate behaviour using an OASB behaviour technique, if the student does not then correct or alter their behaviour then a demerit will be issued.

Examples of behaviour that, if uncorrected, would receive a demerit are:

- Talking during a silent task
- Distracting others
- Missing equipment
- Incompletion of work

Students are expected to be silent on the Academy's corridors and stairs and to move around our school building in a calm and safe manner. This is so they arrive to lessons promptly and with real focus. It also means they do not disturb learning going on in the Academy. A demerit without a prior warning will be given for failure to meet these expectations.

### Correction (detention)

At Oasis Academy South Bank we are committed to our value of Transformation. We want students to take responsibility for their actions and know that having the consequence as close to the misdemeanour as possible is important for students to value the process. We also want, as far as possible, for students to be able to see each day in school as a fresh start and a new opportunity.

Corrections will be awarded for every 3 demerits (these may be corridor, break and community or in class demerits). Students will sit the correction on the day the third demerit is issued. Students sit correction on the evening they receive it to allow them to have a fresh start the following morning.

Oasis Academy South Bank runs two 25 minute corrections concurrently each evening for the following times. Where students have received one correction they will leave after the first correction and if they have received two then they will complete both on the same night.

	Monday	Tuesday	Wednesday	Thursday	Friday
KS3	1 <sup>st</sup> : 4.00-4.25pm	1 <sup>st</sup> : 3.30-3.55pm	1 <sup>st</sup> : 4.00-4.25pm	1 <sup>st</sup> : 4.00-4.25pm	1 <sup>st</sup> : 4.00-4.25pm
	2 <sup>nd</sup> : 4.25-4.50pm	2 <sup>nd</sup> : 3.55-4.25pm	2 <sup>nd</sup> : 4.25-4.50pm	2 <sup>nd</sup> : 4.25-4.50pm	2 <sup>nd</sup> : 4.25-4.50pm
KS4	1 <sup>st</sup> : 4.30-4.55pm	1 <sup>st</sup> : 3.30-3.55pm	1 <sup>st</sup> : 4.30-4.55pm	1 <sup>st</sup> : 4.30-4.55pm	1 <sup>st</sup> : 4.30-4.55pm
	2 <sup>nd</sup> : 4.55-5.25pm	2 <sup>nd</sup> : 3.55-4.25pm	2 <sup>nd</sup> : 4.55-5.25pm	2 <sup>nd</sup> : 4.55-5.25pm	2 <sup>nd</sup> : 4.55-5.25pm

Some more serious behaviours warrant immediate awarding of an "Immediate Correction". Examples of when an Immediate Correction is given are:

- Continuing with poor behaviour that has previously been corrected with a demerit
- Continuing with poor behaviour which means a student is removed from a lesson by Senior Staff (On Call)
- Not having their planner
- Rude or inappropriate use of language to students or staff
- Possession of phone in school (phone will also be confiscated for 6 weeks)
- Responding inappropriately to a demerit.

When a student earns a Correction their parent is informed before the end of the day by text message. Parents do not need to give their permission for correction.

Students who consistently disturb the learning of themselves and others and therefore receive four or more corrections in one week (in the In Class demerits and Immediate Correction sections of their planner) will be in the Academy Relocation room for one day. This will allow them to have these corrections signed off as completed and allow them a fresh start the following day.

Students who consistently disrupt the corridors between lessons and therefore receive two or more corrections in one week (in the Break, Corridor and Community demerits section of their planner) will be in Lunch Withdrawal the following day.

### Relocation

Where a student has seriously breached the Academy's behaviour expectations, they will earn a day in the Academy's relocation room which is supervised by the Senior Leadership Team and Pastoral Team. Students will complete silent knowledge based work for all of their core subjects. There will also be the opportunity for students to reflect on the behaviour that has earned them the sanction and to complete a Restorative Justice session where appropriate.

Parents will be informed of the behaviour that has earned the Relocation and, depending on the specific behaviour, will be invited in for a reintegration meeting. Following their time in Relocation, students will be put on a House Coach tracker to monitor their behaviour for an agreed period.

Examples of behaviour which would earn Relocation are:

- persistent disruptive behaviour
- defiance towards staff
- physical aggression
- unsafe behaviour inside or outside of school
- failing to report to an OASB staff member of a serious incident or unsafe behaviour of another student
- dishonest behaviour with planner/tracker
- chewing gum

## **9. Exclusions**

Oasis Academy South Bank follows both the Oasis Community Learning Exclusions Policy and the most up to date DfE guidance on Exclusions. 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 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.

## **10. Supporting students behaviour**

Oasis Academy South Bank is committed to working with students and families to help students to develop excellent learning habits which will ensure their success both in school and in later life. Where students have received recurrent sanctions and are not managing to successfully improve their behavior, the Academy will use a number of personalised approaches 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.

### Restorative Justice with staff / students

The aims of restorative meetings are to:

- restore relationships and move forward
- encourage students to take responsibility for their behaviour
- reinforce the school values and expectations
- enable any underlying issues to be raised

Staff leading the meeting will use the 6 key questions model of restorative practice:

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

### 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 not successful, can be escalated to Achievement Lead, Assistant Principal, Deputy Principal or Principals.

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.

### 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, Achievement Lead 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.

### Hub House

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 assign a respite period of rehabilitative and restorative work at the Academy's Hub House based on the school farm.

This will be personalised based on the student's need but will involve a fixed period of one-to-one 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.

## **11. 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 immediately by the Achievement Lead for the student's year group.
- A clear account of the incident will be recorded and given to the Assistant Principal for the student's Key Stage
- The Assistant Principal or named representative will interview all concerned and will record the incident
- Parents will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned.

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:

- official warnings to cease offending
- correction
- relocation
- removal of student from certain times of the Academy day (e.g. lunch withdrawal)
- fixed-term exclusion
- permanent exclusion

## 12. 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. As a result Academy Leadership Staff may search students' clothing, bags without consent for any banned item we believe is in their possession. This process will be governed by internal procedures and will only be undertaken by designated staff.

## 13. 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.

## LEVER 3: Pastoral Curriculum

## 14. Enrichment Curriculum

OASB has an innovative and creative enrichment curriculum that ensures the development of the whole child. This includes a diverse creative curriculum for all including: Music, IT, Careers, Art, Drama and Media and Technology. Additionally students will take part in sport each week with leading coaches and teachers (e.g. rugby, football, athletics, netball, hockey, gymnastics and dance).

Example of Year 7 and 8 Enrichment timetable:

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Music / Art / Drama / Visit London / Finance	PSHCE	Duke of Edinburgh Preparation (IT / swimming / community service)	STAIRS to Greatness Careers Project	Debate Mate / Oracy curriculum

## 15. Careers Education

Additionally, students continue to receive weekly careers education throughout Key Stage 4 and 5. We have an extended day in order to complete all academic and enrichment curriculum. Careers education forms an integral part of our wider enrichment curriculum: a comprehensive suite of learning pathways, each geared towards provisioning our students with the skills needed to take their next steps in life.

Across Years 7 & 8, students each complete a total of 12 extended, six week-long units of work, in collaboration with a range of external business partners. These projects encourage independent thought, as well as providing sector-specific acumen to help students begin to shape their careers path. Some of our KS3 external partners include Ernst+Young, The Conrad Hotel, Build Studios, PriceWaterhouseCoopers, Globe BMG, Wahaca and Facebook.

External provision varies between organisations and is organised with the lead teacher from Oasis South Bank coordinating the project. . We believe this approach provides our students with the broadest possible survey of career opportunities, giving them the chance to interact directly with professionals, while fulfilling a range of sector-relevant project briefs. Across all units of work, sessions are supervised and co-facilitated by a member of our permanent teaching staff, with all regular external trainers undergoing appropriate background checks.

At KS4, students begin to specialise their careers education, selecting a generalised field for more in-depth investigation. As with previous years, our young people’s development is strongly supported by a combination of permanent teaching staff and external sector expertise. Moving into Y11, students are given the autonomy to select and commit to a long-term project, developed and delivered by a wide range of professional associates. Throughout these mentoring experiences, students benefit from tailored 1-to-1 advice, as well as gaining a professional reference from their supervisor, upon completion. At all times, communication between external mentors and students is carried out through approved and comprehensively-monitored channels.

In addition to these transparently sector-linked units of work, we also develop students’ broader employability, through the explicit teaching of ‘soft skills’ during enrichment time. Students benefit from units linked to public speaking (working in partnership with Debate Mate), vocal projection and using persuasive language. Finally, we work to ensure that all students across KS3&4 benefit from 6 hours of tuition (as a minimum), linked to personal finance. These schemes, covering topics as diverse as budgeting, credit vs. debit and emerging financial technologies, form a cornerstone of our ongoing partnership with Young Money, as we work towards accreditation as a Centre of Excellence for Financial Education.

### **16. South Bank 6 – A cultural and social capital entitlement for all Oasis Academy South Bank Students**

In addition to the core and enrichment curriculum all children are entitled to the South Bank 6 every year. Again, to help ensure our vision is realised:

1. Visit a Russell Group University every year
2. Regularly visit a range of organisations, companies or charities on the South Bank
3. Experience an annual residential trip
4. Regular visits to museums, art galleries, theatres, concerts
5. Be given the opportunity, during curriculum time, to develop and discover talents in; sport, music, art, dance, drama, cooking, technology and film production
6. Have sustained a volunteering programme either with Oasis Academy Johanna or another element of the Waterloo hub.

### **17. PSICHE-Physical, Social, Cultural Health Education:**

Spiritual, moral, social and cultural development and education is a key part of both the core and extended curriculum at OASB. Every opportunity is taken for students to: be reflective about their own beliefs and others’, develop a moral purpose, use and develop a range of social skills and understand and respect a full range of cultural influences.

Some of the many ways we promote pupils’ spiritual, moral, social and cultural development include:

- Having a diverse and constantly developing Enrichment Curriculum designed to provide students with intensive careers information, volunteering opportunities and additional, non-curricular education inside and outside of the classroom. We work closely with external professionals, as well as the Oasis Community Hub to assist students in making the right next steps. Our partnerships span the breadth of financial intuitions, sector-leading businesses and dedicated organisations within the Waterloo area, each with a view towards providing students with the greatest chance of attaining their dream job. As part of our enrichment programmes, we offer a range of life skills such as ICT and personal finance modules, while students are also encouraged to express themselves creatively through art, music and drama programmes.
- Having weekly assemblies and reflections where we cover current affairs, historical events, politics, religion and financial literacy.

- Having weekly 45 minute PSHE lessons for Year 7 to Year 11 which includes a broad curriculum with lessons including: sex and relationship education, drug education, mental health education, learning about the safe use of social media, the problem of knife crime, gang prevention education and citizenship education.
- We adopt a cross-curricular approach to teaching the importance of physical activity and diet for a healthy lifestyle, which we include in PE and gastronomy.
- Offering a wide range of school trips (KS3 students on average take part in a school trip at least once every 3 weeks).
- Offering opportunities for student leadership including student parliament and prefect duties.
- We provide a consistent focus and understanding of our school values and we use those values to encourage our pupils throughout the school day.
- We encourage a sense of community with family style dining at lunchtimes.

**LEVER 4: Pastoral Professional Development**

At OASB we believe all staff need the appropriate training, support and guidance in managing behaviour effectively. We ensure that this training allows consistency, clarity and fairness for our students. We have a clear set of guidance available for OASB academy staff to support us with this consistency. Our staff have bi-weekly pastoral training through our All Staff Meeting programme as well as bespoke 1-1 training through our whole school coaching model.

Our whole staff training is carefully planned to ensure that all areas of our behavioural support system are covered but also uses 'live data' from our teaching and Learning team's drop-in in lessons to plan CPD for the areas of greatest need.

An example of the programme of Pastoral Professional Practice that our staff will engage with:

<u><b>All Staff Meeting – behaviour CPD</b></u>	
<b>Week</b>	<b>Theme</b>
1	Active listening routines
2	Decision making: When to give a sanction in the classroom
3	Scanning for compliance
4	Decision making: when to give a demerit in the corridor
5	Escalating behaviour management: moving from demerits to immediate corrections
6	Issuing warm strict sanctions in lessons
7	Having a reset conversations after using On Call

8	Holding a parental phone call
9	Positively framed conversations
10	Entry to lessons- making the most positive start
11	Having a whole class reset