

# OASIS ACADEMY MAYFIELD

## Localised Behaviour for Learning Policy

'Excellence for Everyone'



Last Updated: 09/06/2019

Localised Academy Version: 1.0

This policy should be read alongside the OCL Behaviour for Learning policy, which includes more detail around the four levers from a trust perspective.

'Excellence for Everyone'

## Introduction

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

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21<sup>st</sup> Century
- Develop their ethical approaches and values in their lives

## The Oasis Education Charter




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

- We model and set high aspirations and expectations for every child and young person and member of staff
- 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 Policy is underpinned by 4 key levers:

1. **Academy Vision and Values**
2. **Personal Development Curriculum** (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
3. **Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc.)
4. **Behaviour Training and Professional Development for staff**

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

## LEVER 1: ACADEMY VISION AND VALUES

Our academy vision is 'Excellence for Everyone' that embodies our belief that perseverance, self-discipline and determination will enable our students to succeed at the academy and beyond.

And our values are embodied in the **Mayfield Way** and subsequent student charter, which enable us to regulate and reinforce behavioural expectations in all students.

### Be Proud

- We wear our Academy Uniform perfectly.
- We present our work to the highest standard.
- We celebrate everyone's achievement both big and small.

### Be Determined

- We see every challenge as an opportunity to improve.
- We beat our personal best every lesson, every day.
- We bounce back and learn from our mistakes.

### Be Kind

- We treat all people equally and respect differences.
- We do not accept any form of bullying.
- We are polite and well-mannered role models in our community

### Be the Best

- We are punctual to school, on time to lessons and never miss deadlines
- We take our chances to lead.
- We are exceptional learners in all our subjects.

**'Excellence for Everyone'**

## Oasis Ethos and the 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community.

<https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>

**Inclusion, equality, healthy relationships, hope and perseverance** permeate all aspects of the life and culture of each Academy and the organisation as a whole.

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

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other (see Appendix 1)

## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

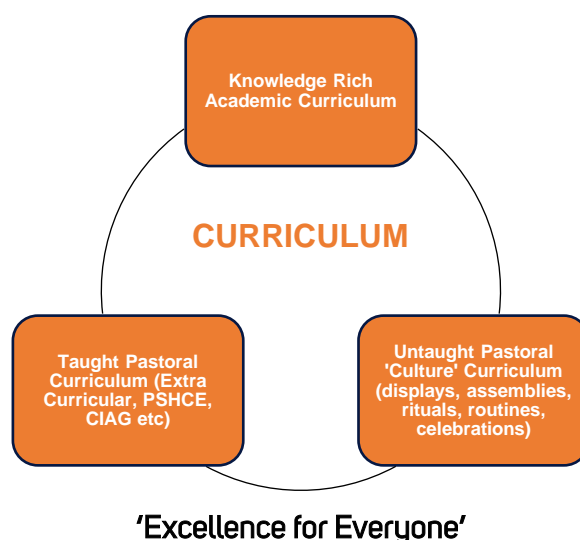
This curriculum consists of everything outside of the academic curriculum, and covers:

1. The 'taught' character curriculum:

- CEIAG (careers education, information, advice, and guidance)
- PSHCE (physical, social, health and cultural education)
- Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
- Extra-curricular programme (e.g. before- and after-school clubs and societies)

The culture created by staff behaviours and the systems and routines of a school. This is often less tangible and may be seen in the way assemblies are conducted, in tutor time / family time, in corridor conversations, and in signs and symbols around school. Assemblies are themed around relevant topic issues and events, and are also supported by the academies chaplaincy team.

The Oasis curriculum can be summarised in the diagram below.



Our taught curriculum takes place over six days in the academic year, one per half term. These include relevant topic areas such as growth mind-set, mental health, sex education, internet safety, cyber bullying, careers education, information and guidance, resilience, independence, life skills such as money management. We also use a programme of study called 'Them and us', which incorporates, kindness, respect and living without harm. Outside agencies, careers advisors and outside speakers also support the delivery of this taught curriculum.

Students have the opportunity to take part in a range of trips during their time at the academy, ranging from days trips, to residential abroad.

The extra-curricular programme has a wide range of offers to suit all students, these includes a wide range of sporting activities, stem clubs, homework support, games clubs, intervention, music clubs, choir.

We also have leadership opportunities for our students that include being tutor representatives, year representatives, prefects, head prefects, peer mentors, anti-bullying ambassadors, being part of sports committee.

### **LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES**

At Oasis Academy Mayfield we believe everyone has the right to:

- Learn without distraction
- Teach without interruption
- Feel safe (physically and emotionally)
- Respect and dignity

#### **POSITIVE REINFORCEMENT AND REWARDS**

Oasis Academy Mayfield recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

As appropriate to student age these include:

- Verbal praise
- EPraise reward points
- Positive call/email to parents
- Praise Postcards
- Attendance awards/reward trip
- Certificates
- Celebration assemblies
- Tutee of the week
- Celebration newsletter
- Principal's breakfast
- Wall of Excellence
- Annual Awards Ceremony

#### **ACTIVE INVOLVEMENT OF PARENTS**

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

- Telephone calls
- Meetings
- Letters
- Supporting students on reports
- Partnership Agreement
- Request to attend re-integration meetings
- Invitations to agency meetings
- Follow up & routine communication

All parents / students sign our Partnership Agreement, each year, to ensure there is clarity between both parties. **(Appendix 2)**

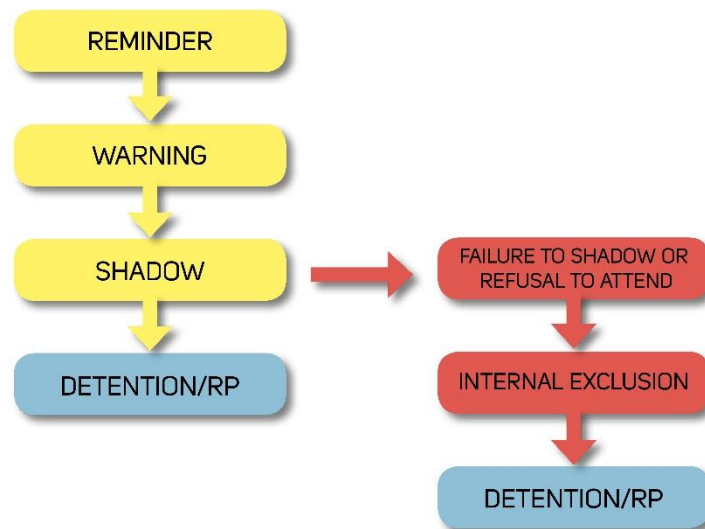
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## STUDENT BEHAVIOUR

### IN LESSONS

All students display behaviours, which show a respect for their own learning and the learning of others. Slowing learning of others is not tolerated. Arriving for lessons on time and being equipped for learning is expected. (School bag, pencil, pen, ruler, rubber and books). In all classes, students should demonstrate positive learning attitudes and allow others to learn free from disruption.

Teachers follow a simple behaviour pathway in their classroom if a student slows the learning of others or infringe on the teachers ability to teach:



If a student uses racial or other inappropriate language, such as swearing, in the classroom then they can be sent straight to a designated shadow classroom without a reminder or warning.

If a student fails a shadow classroom, refuses to attend shadow or is involved in a serious incident that requires them to be removed from circulation, then they will receive an internal exclusion. This will be for a minimum of a day away from the main population of the academy and a detention after school.

The full behaviour pathway at Oasis Academy Mayfield can be seen in **Appendix 3**

### DETENTIONS

Parents and carers are advised that in line with changes resulting from the Education Act 2011, the Academy is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the academy will make every reasonable attempt to inform parents by a variety of means including email, text or phone call (including voice mail) of detentions longer than 15 minutes. Ultimately, however, it is the student's responsibility not to misbehave, not the academy's responsibility to make contact.

There is a clear detention pathway at Oasis Academy Mayfield which can be seen in **Appendix 4**

## EXCLUSION

The removal of a student from the Academy is only used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts, respite, use of internal alternative provision or a "managed move" to another school.

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

In line with the Oasis Community Learning Exclusion Policy, fixed-term exclusions may be used in response to any of the following, all of which are examples of unacceptable conduct:

- Verbal abuse/threatening behaviour against a student or adult.
- Physical assault against a student or adult.
- Being in possession of alcohol, drugs or drug paraphernalia
- Persistent disruptive behaviour or defiance of academy authority.
- Persistent bullying, harassment or abuse, including racial.
- Theft
- Deliberate damage or vandalism to school property
- Persistent/serious breaches of the academy's Behaviour for Learning Guidance
- Any circumstance where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

Only the principal can exclude a student from the academy. In certain circumstances, a fixed term exclusion may lead to the principal exploring a Managed Move. This allows a student at risk of permanent exclusion to transfer to another school. Examples of where this avenue may be explored include:

- Being in possession of drugs.
- Persistent/serious breaches of the academy's behaviour for learning guidance
- Possession of an offensive weapon on the academy site, this includes any form of knife, for example, penknife and decorative knives.

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



In addition, the Principal might reasonably consider permanent exclusion, and not explore a managed move in the following circumstances:

- Dealing drugs on the academy site
- Sexual abuse or assault
- Use of an offensive weapon on the academy site
- Serious actual violence or threats, leading to high level anxiety and fear among staff

## AROUND THE BUILDING AND OUT OF LESSONS

Whilst moving around the academy we have clear expectations to allow us to move calmly and safely.



Once a student has arrived at their classroom they are expected to line up quietly, until the teacher welcomes them in. All teachers meet and greet their students at the door and have a clear exit routine.



## 'Be Proud/Be the Best Card'

In order to maintain a high standard of uniform, ensure students have equipment, are punctual and do not use electronic equipment, but also recognise when they are 'Being their Best', they carry a 'Be Proud/Be the Best Card'. It is a student's responsibility to have this card with them at all times whilst in the academy.

**Mayfield Be Proud Card**

PL/HOY comment:

	1st	2nd	3rd
Shirt untucked / top button unfastened / tie not displaying logo			
Blazer not being worn, or sleeves rolled up			
Incorrect skirt, or too short			
Incorrect footwear			
Jewellery, nail varnish, false nails, or makeup			
Non uniform jumper, hoodie, jacket, coat on inside academy			
Lack pen, pencil, ruler, PE kit			
Mobile phone or headphones seen			
Lateness			

The Be Proud card is your responsibility and must be carried at all times whilst in Academy.

- You will receive a signature if you do not meet the 'Be Proud' standard.
- If you get a signature, or you lose your card you will be issued with a detention on a Monday with the pastoral team.
- You will also be asked to hand over your phone and/or head phones if collection at 6pm.

**Mayfield Be The Best Card**

Date issued: \_\_\_\_\_  
 Tutor signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Tutor group: \_\_\_\_\_

Being exceptional and going above and beyond in these areas:

	1st	2nd	3rd
Pride, Presentation and Progress			
Class or homework			
Determination to learn			
Assessment/knowledge/organiser test results			
Polite/respectful			
Helpful			
Kind			
Corridor culture			
Extra-Curricular activities			

- If you get 4 ticks on this card you will get 25 praise points and a praise postcard from your tutor.
- Your card will also be entered into a half termly prize draw.

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## SMOKING

The Academy is a non-smoking site. Students are not permitted to smoke whilst wearing the Academy uniform both or whilst representing the academy in any form. Students over the age of 16 are not permitted to smoke under any circumstances. Students caught smoking, carrying smoking paraphernalia or associating with students who are smoking will receive a detention. This includes students caught smoking both on and off-site. In all circumstances, smoking materials will be confiscated and destroyed. This includes e-cigarettes and anything associated with them.

## **OUTSIDE THE ACADEMY**

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

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

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

## **MONITORING, SUPPORT AND INTERVENTION**

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

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

A clear pathway, which enables consistency across the board and gives a clear inclusion route to a disruption free environment for all. (see appendix 3)

## **FREEDOM FROM BULLYING AND INTIMIDATION**

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

In respect of anti-bullying, the academy will seek to:

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

### **MOBILE TELEPHONES/ELECTRONIC EQUIPMENT**

The academy recommends that students do not bring mobile telephones or electronic equipment to the academy.

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

#### **Mobile phone sanction**

If a mobile phone is seen ask student to put it away, if it is used then:

- Mobile phone confiscated, locked in secure filing cabinet and returned to the student at the end of the day
- **Persistent offenders** – Mobile phone handed to reception on arrival and collected at the end of the day.

There are occasions when students will be able to access their mobile telephones during lessons to support learning; this will only be at the direction of the teacher. During these occasions, a visible sign will be displayed in the classroom. In the event of an emergency and parents need to contact a student, they must telephone the academy reception.

## UNIFORM

High standards of presentation are required at all times when wearing the academy uniform. Whenever the academy uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from the academy, at which times the uniform must be worn. Uniform expectations are set out in **(Appendix 5)** and an image of how our uniform is worn is detailed below.



## Restorative Practice

**Restorative Practice at Oasis Academy Mayfield. The principles of restorative Practices: building and maintaining positive relationships.**

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

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

**Restorative approaches are based on six key principles:**

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

**Putting things right: how a restorative approach will work at Oasis Mayfield.**

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

What were you thinking at the time?

How do you feel about it now?

Who do you feel has been affected and how?

What needs to happen to put things right?

**Restorative practice guidance for parents can be seen in Appendix 6**



## Level 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

The research and evidence based approach to CPD that the Oasis Academy Mayfield takes to ensure maximum efficiency and impact in Pedagogy Professional Development is replicated for Behaviour Management. All staff are equipped, prepared for and effective in ensuring this pastoral care is exemplary. All staff are supported to develop increasingly powerful insights into what works in developing character and preparedness for adult life.

At Oasis Academy Mayfield we are also committed to train all staff using the 'Pivotal 5 Pillars', as shown below, to manage behaviour.

### The Five Pillars of Pivotal Practice

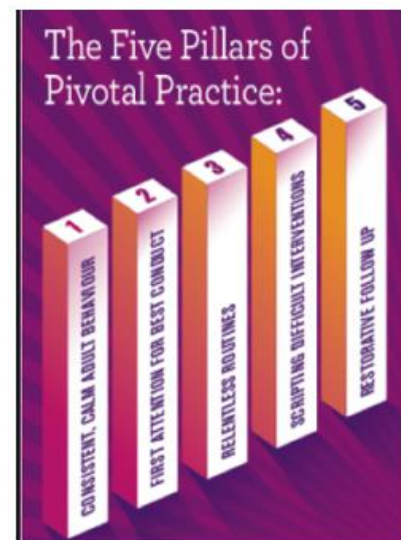
**Consistent, calm adult behaviour** – consistency, adult behaviour, emotional control, teacher expectations

**First attention to best conduct** – rewards, recognition, praise, motivation, engagement

**Relentless routines** – rules, routines, follow-up, teacher habits, non-verbal cues,

**Scripting difficult interventions** – de-escalation, disruption, delivering sanctions, confrontation

**Restorative conversations** – restorative practice, structuring sanctions, working with the most troubled, developing relationships



### Training and Professional Development: Academy Staff

To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development, all academy staff have expert training on safe-guarding, attendance systems/structures, channel/prevent, restorative practice, GDPR.

In addition to this Pastoral and/or selected staff also receive expert training on:

- Mental health
- First Aid
- Managing an investigation of an incident
- Physical restraint training
- Reintegration following fixed term exclusions
- Managing difficult conversations
- Impactful parent meetings
- Multi-agency meetings
- Managing grief
- Managing self-harm
- Preventing and dealing with bullying
- Sexual orientation, gender identity LGBTQ empowerment

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## Legislation and Statutory Requirements

This policy and localised protocols developed in OCL Academies must follow advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

Localised Behaviour protocols must also be based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy and localised protocols must be based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that Academies should publish their behaviour policy and anti-bullying strategy online – to ensure that staff, students and parents are informed

### Discipline in our Academies – teachers' powers

#### Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the Academy
- Teachers have a power to impose detention outside Academy hours. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can confiscate students' property (More detail later in the policy)

### Consequences for poor behaviour

#### What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  1. The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
  2. The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;



3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
  - The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
  - Corporal punishment is illegal in all circumstances
  - Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

### Physical intervention

See DfE guidance: [Use of reasonable force in schools](#)

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

The RD should undertake a check on Academy physical restraint records regularly. These should be available on CPOMS.

**Individual plans:** The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is the norm and not the exception. Such planned physical intervention should be recorded and monitored through the young person's individual plan. In order to link to the Oasis Ethos and 9 habits each plan should link to the habits and involve the student identifying at least one or more of the habits they need to embed as part of their character.

**Training:** If there is a need in the Academy for physical intervention staff should have regularly updated training in physical restraint. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD

<http://www.bild.org.uk/our-services/workplace-training/>

### **Abducting – leaving without permission**

Oasis Academies have a duty of care to take all reasonable steps to ensure that children and students are kept safe whilst in the Academy's care. Oasis Academy Mayfield ensures that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

Localised procedures at Oasis Academy Mayfield in the event of a student absconding includes:

- Informing the Leadership Team immediately
- Not putting other students at risk
- Locating the student
- Following the student at a safe distance once he/she leaves the Academy grounds – a decision made for each individual student by Academy leaders (Mobile phones/radios are carried to keep the staff member safe and enable communication)
- Strategies for diffusing and de-escalation and returning the student to the Academy
- Informing the parents or guardians
- Informing the police – if the student cannot be found
- Follow up meeting with the student and their parents
- A risk assessment developed for the student

## Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Prohibited items include:

- Smoking paraphernalia
- Illegal drugs or drug paraphernalia
- Guns of any kind
- Knives of any kind
- Explosive items, such as fireworks, snaps.

## SCREENING AND SEARCHING STUDENTS

The academy acknowledges its duties, responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006, Health, and Safety at Work, 1974, in respect of screening and searching students.

As a result, senior staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

## MALICIOUS ACCUSATIONS AGAINST ACADEMY STAFF

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

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

## MONITORING, EVALUATION AND REVIEW

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

## Links with other policies

This behaviour policy is linked to the following policies:

- [OCL Exclusions policy](#)
- [OCL Safeguarding policy](#)
- [OCL Anti-bullying policy](#)
- [OCL SEND policy](#)
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits

## Appendix 1: Oasis 9 Habits

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

### Compassionate

Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.

### Patience

Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying the immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.

### Humble

To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue positions and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.

### Joyful

Real joy is not shallow or momentary but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds up resilience in our lives and the teams we are part of.

### Honest

Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.

## Hopeful

Hope is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' Therefore, hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.

## Considerate

Knowing your own intrinsic value and worth and, by seeing others in the same way, to be inclusive of them.

## Forgiving

To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming....it always changes things.

## Self-controlled

Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.

## APPENDIX 2: PARTNERSHIP AGREEMENT

### Partnership Agreement: Academy intake 2019/2020

To achieve excellence for everyone we expect high standards of effort, learning and achievement from all our students at Oasis Academy Mayfield. We strongly believe that working in partnership is essential for effective learning: support from home, support from the academy and support from students.

#### *Oasis Academy Mayfield Will*

- Pursue excellence for and from all and encourage your child to give their best effort to everything undertaken, be it academic or extra-curricular, and so fulfil their potential.
- Value and celebrate the pride taken by your child when completing work.
- Be appropriately formal in tone and ethos, emphasising the importance of adherence to academy rules on discipline, work and uniform.
- Care for your child's safety and happiness within a supportive ethos and environment, one in which indifference, impoliteness, discrimination and bullying have no place and where sensitivity to others is valued highly.
- Communicate with parents on a regular basis; keeping you well informed about general academy matters and more specifically about the academic progress of your son/daughter.
- Invite, listen and respond to your views as quickly and effectively as possible, providing an open and welcoming culture for parents and students within which we can work together to achieve success.
- Provide a balanced, stimulating and challenging curriculum with clear lesson objectives alongside enrichment opportunities that will prepare your child not only for further academic success, but also for the world of work and participation as a decent citizen within society.
- Inform your child about how to improve through regular assessment, formative marking, reports; fulfilling and aiming to surpass your child's potential.

#### *Parents will*

- Ensure that their child arrives to the academy on time and ensure that any absences are notified by telephone on the day of absence.
- Provide a supportive environment at home that encourages learning, reading and application to homework. Parents will take an interest in their child's work at the academy, encouraging their child to take pride in their work and always do their best.
- Support the academy's policies, especially on uniform, attendance and behaviour.
- Read all communication from the academy and respond accordingly.
- Attend all Parents' Evenings and meetings regarding any concerns over their child's progress or behaviour.
- Support any detention given out on the same day for inappropriate behaviour, trusting that the academy is working to support their child's learning.

#### *Students will*

- Complete all the work set to the best of their ability taking pride in their work and its presentation.
- Attend the academy on time being properly equipped to learn: black pens, pencils, rulers, erasers etc.
- Be ready to learn every lesson: on time, well equipped and always be respectful of staff's authority.
- Wear the academy uniform correctly and take pride in their appearance. The uniform policy must always be observed.
- Not be seen with inappropriate equipment. Mobile phones/earphones/electronic gaming and/or personal music equipment are not allowed to be seen in the academy. They MUST be switched off at all times and kept hidden away.
- Discourage bullying, including cyber bullying.
- Recognise that they are ambassadors for Oasis Academy Mayfield in the wider community whenever the uniform is worn.
- Comply with consequences when applied for inappropriate behaviour.
- Support the academy rules and respect the universal values in the academy's Christian ethos, demonstrating politeness, care and concern for all other members of the school. Students should always be sensitive to the needs of others.
- Respect the environment and keep the academy free from litter.
- Play a positive part in enhancing the success and reputation of the academy.

On behalf of the academy	Parent	Student
Name	Name	Name
Signature	Signature	Signature

## Appendix 3 – Behaviour Pathway at Oasis Academy Mayfield

# The Behaviour Pathway at Oasis Academy Mayfield

Behaviour	Sanction/Action	Who	Action or follow up required by staff:
<b>Green</b>			
Students demonstrate positive behaviour for learning and have made good progress	Reward students using one or more of the following:: <ul style="list-style-type: none"> <li>Epraise points</li> <li>Tick on Mayfield Way - Be The Best Card</li> <li>Praise Post card</li> <li>Positive call home</li> </ul>	Class Teacher	Continue to praise and reward
<b>Yellow</b>			
Step 1—Reminder Low level behaviours	Essential Practice – classroom routines and informal behaviour strategies. <ul style="list-style-type: none"> <li>Meet and Greet at the door</li> <li>Use strategies that enable you to correct behaviour without lowering expectations, for example, Circulate the room, use non—verbal cue—‘a look’, point out positively and move on, tactical ignoring, praise of others or cold call.</li> <li><b>Reminder to modify behaviour.</b></li> <li>There are no sanctions at this stage</li> </ul>	Class Teacher	
Step 2 – Warning If the students behaviour does not improve with a warning.	<ul style="list-style-type: none"> <li>Give student a Warning (A teacher may choose to record this visually)</li> <li>This could be followed up with a seat change, 1 to 1 conversation, a short time outside class (no more than 5 minutes) ,a 15 minute detention.</li> </ul>	Class Teacher	<ul style="list-style-type: none"> <li>Record Warning on BROMCOM</li> <li>Restorative conversation about avoiding repeat incident if deemed necessary</li> <li>Parental involvement if appropriate</li> <li>A 15 minute break or after school detention, for example, a teacher has given a student more than one Warning in the week, a teacher needs to have a follow up conversation with the student, a student needs to finish off some work.</li> </ul>
Step 3 – Shadow If the behaviour continues to disrupt learning of others even after a reminder and rule remind.	<ul style="list-style-type: none"> <li>Send student to designated shadow class for the remainder of the lesson.</li> <li>Student issued a 30-minute Teacher detention.</li> </ul>	Class Teacher	<ul style="list-style-type: none"> <li>Ensure shadow is recorded on BROMCOM and parents are informed of incident and date/time of detention.</li> <li>Restorative conversation about avoiding repeat shadow to take place during detention. Ask CL for support if required.</li> </ul>
<b>Red</b>			
	<b>Sanction/Action</b>	<b>Who</b>	<b>Action or follow up required by staff:</b>
Failure of shadow or refusal to attend	<ul style="list-style-type: none"> <li>Internal exclusion</li> <li>CL to complete a referral for isolation approved by VP</li> </ul>	CL	<ul style="list-style-type: none"> <li>CL to inform parents of reasons for internal exclusion and the day it will take place.</li> <li>Record on BROMCOM</li> <li>CL to support class teacher with Restorative conversation</li> <li>Department report to CL if appropriate</li> <li>Parental meeting with CL/class teacher if appropriate</li> </ul>
A student has 3 or more shadows during the week	<ul style="list-style-type: none"> <li>Internal exclusion (IE)</li> <li>HOY to complete a referral for internal exclusion approved by VP</li> </ul>	HOY	<ul style="list-style-type: none"> <li>HOY to inform parents of reasons for internal exclusion and the day it will take place.</li> <li>Record on BROMCOM</li> <li>PL report after 3 IE's, Tutor report after 5 IE's, HOY report</li> </ul>



			<p>after 7 IE's. This process can be fast tracked if appropriate.</p> <ul style="list-style-type: none"> <li>• Parental meetings as appropriate</li> <li>• Explore other strategies such as counselling, no-limits, social skills, Saints Foundation, literacy support, Educational Psychologist, ELSA etc., as appropriate.</li> </ul>
<p>If a student's behaviour is such that it is necessary to remove them from mainstream for the day then they can be given an instant internal exclusion, for example, they have multiple shadows in the day, they have had a fight, there is an incident that requires them to be out of mainstream circulation. .</p>	<ul style="list-style-type: none"> <li>• Instant internal exclusion – can be for more than one day.</li> </ul>	HOY	<ul style="list-style-type: none"> <li>• HOY to inform parents that their child has been given an instant IE and reasons why. They will also say how many days the IE is for.</li> <li>• Parental meeting to be arranged if appropriate.</li> <li>• Restorative meetings to take place with all parties concerned.</li> <li>• Explore other strategies such as counselling, no-limits, social skills, Saints Foundation, literacy support, Educational Psychologist, ELSA etc., as appropriate.</li> </ul>
<p>Persistent poor behaviour, sanctions having no impact, including isolation, parental meetings, report cards. Despite all the strategies, there has been no improvement.</p>	<ul style="list-style-type: none"> <li>• Successful Learning Plan (6 weeks)</li> </ul>	HOY	<ul style="list-style-type: none"> <li>• HOY set up meeting with parents and student to agree actions for SLP</li> <li>• HOY writes SLP and sends out to all students class teachers</li> <li>• Explore other strategies such as counselling, no-limits, social skills, Saints Foundation, literacy support, Educational Psychologist, ELSA etc., as appropriate.</li> </ul>
<p>SLP has been unsuccessful. The student continues to display challenging behaviour and has not responded to any of the strategies/specific intervention put in place to support them.</p>	<ul style="list-style-type: none"> <li>• Phoenix Provision, Managed Move or Respite</li> </ul>	HOY/ SLT	<ul style="list-style-type: none"> <li>• HOY/SLT to discuss most appropriate provision for next steps.</li> <li>• Parental meeting to agree Phoenix placement or managed move. Paper work to be completed and signed.</li> <li>• Phoenix – daily contact with parents to let them know if day has been successful. Students to do either 10 in 15 or 20 in 30 as agreed.</li> <li>• If Phoenix successful then students to be on a phased timetable back into mainstream.</li> <li>• Phoenix report</li> <li>• Managed Move – initial meeting, followed by fortnightly reviews</li> </ul>
<p>Phoenix has been unsuccessful or managed move has failed</p>	<ul style="list-style-type: none"> <li>• Alternative pathway is explored</li> </ul>	SLT	<ul style="list-style-type: none"> <li>• Parental meeting to be set up to discuss alternative provision,</li> <li>• Compass paperwork to be completed</li> <li>• Induction meeting set up with Compass.</li> <li>• Regular review meetings.</li> </ul>

## Appendix 4 – The Detention Pathway at Oasis Academy Mayfield

# The Detention Pathway at Oasis Academy Mayfield

Yellow Same day detention	Why?	Who runs detention?	Action or follow up required by staff:
15 minute	<ul style="list-style-type: none"> <li>Warning given and 15 minute deemed necessary</li> <li>HW incomplete</li> <li>Finish off classwork</li> <li>Refusal to follow instructions</li> </ul>	Class teacher	Record on BROMCOM  Inform parents if appropriate  Restorative conversation to take place
15 minute	<ul style="list-style-type: none"> <li>Poor behaviour during social time</li> <li>Late to school</li> </ul>	PL/attendance lead	Discussion around expectations during social time
Yellow Pre-arranged detention	Why?	Who runs detention?	Action or follow up required by staff:
30 minute	<ul style="list-style-type: none"> <li>Student sent to shadow class</li> <li>Failure to turn up to 15 minute detention</li> <li>Persistent failure to complete required classwork</li> <li>Persistent failure to complete HW</li> <li>Failure to hand over mobile phone during lesson</li> </ul>	Class Teacher	Record on BROMCOM  Inform parents  Restorative conversation to take place
30 minute	<ul style="list-style-type: none"> <li>3 ticks on Be Proud card</li> <li>Persistent poor behaviour during social time</li> <li>Failure to hand over mobile phone around the academy and during social time.</li> <li>Late to school on more than two occasions in a week</li> </ul>	PL/attendance lead	Tutor to record Be Proud detention on BROMCOM and inform parents.  Other detentions to be recorded on BROMCOM and parents informed by staff who set detention.  Restorative conversation to take place
Red Pre-arranged Detention	Why?	Who runs detention?	Action or follow up required by staff:
45 mins	<ul style="list-style-type: none"> <li>Failure to turn up to 30 minute Teacher detention</li> <li>Truancy of lesson</li> </ul>	Department	Class teacher to set 45 minute department detention, record on BROMCOM and inform parents.  CL to arrange parental meeting if appropriate  Restorative conversation to take place
45 mins	<ul style="list-style-type: none"> <li>Failure to turn up to 30 minute PL or attendance detention</li> </ul>	HOY	PL/Attendance lead to set 45 minute detention, record on BROMCOM, and Inform parents  PL/HOY to arrange parental meeting if appropriate  Restorative conversation to take place
60 mins	<ul style="list-style-type: none"> <li>Failure to turn up to any 45 min detention.</li> <li>Persistent lateness to school</li> </ul>	SLT	CL or HOY to record on BROMCOM  CL or HOY to inform parents  Parental meeting if appropriate  Referral to IE by HOY if appropriate. Restorative conversation to take place

## Appendix 5 - Uniform Expectations

*We model exceptional uniform standards. The Principal's decision on uniform is final.*

A high standard of uniform is expected at all times. Students are responsible for their personal appearance and this is enforced through the '**Mayfield – Be Proud**' card. Pastoral Leaders and tutors check uniform and equipment every morning however it remains the students responsibility to maintain the high standard throughout the day.

- If challenged for incorrect uniform, staff will sign and date the 'Be Proud' card, highlighting the breach of the uniform expectations.
- Repeated failure to take opportunities to rectify and adjust uniform correctly will result in 3 signatures on the card and a subsequent internal isolation session being sanctioned
- If lost, damaged or forgotten, a new card will be issued to students and two signatures added
- Each week students who have zero signatures are rewarded with 25 Epraise points.

Students arriving at the academy with incorrect uniform will report to their Pastoral Leader and a successful learning plan will be developed to ensure academy uniform expectations are maintained. This may include loaning equipment, isolation for the day or sending home to rectify the situation. A student will not be sent home without a discussion with a parent.

### Everyday Wear Compulsory Items

- Black Blazer with Academy Badge
- Plain black trousers - no jean material; no leggings, or tight trousers
- A black **knee length** skirt – one of two choices the **Charleston** or **Thornton**. **No other style of skirt can be worn.**
- Academy tie with house shield clearly visible
- Plain, short or long sleeved white shirt with a collar and top button (not tailored)
- Black 'professional' shoes, no trainers, trainer type pumps, branded shoes or boots are permitted.

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

'Examples of acceptable shoes – Flat, black, 'professional' type shoes.	Examples of unacceptable shoes – no trainers, trainer looking shoes, trainer branded shoes, or boots permitted
	

### Optional Items

- Academy sweatshirt/cardigan
- Black, dark grey or flesh coloured tights – no patterned tights are permitted
- Plain black or grey socks
- Senior black Daywear shorts, which must be worn with socks and school shoes – available from Skoolkit only

## PE & Dance Compulsory Items

- Academy polo shirt
- Academy sports socks
- Academy sport shorts

## Optional Items

- Academy Skort
- Navy plain base layer (long sleeved top)
- Academy rain jacket
- Gum shields
- Shin pad

## General

- One plain gold/silver stud earrings in each ear lobe, which must be removed or completely covered for all forms of physical education
- No other piercings, stretchers or retainers are allowed
- A watch is permitted, but no rings, bangles, bracelets or other hand/wrist jewellery should be worn
- No shaven, extreme hair styles or obviously bright coloured hair will be allowed - any hair bands must be plain blue or black – religious headwear must be black and plain in style
- No painted or false nails are permitted
- Makeup must be light and un-noticeable. Any student deemed to be wearing excessive makeup will be asked to remove it
- Sensible school bag
- Sensible school coat, which must be removed on entry to the academy
- No hoodies or non-waterproof coats are acceptable.
- Mobile phones, electronic devices and earphones must not be used in the academy. If seen they will be confiscated.

## Non-uniform days

During non-uniform day's no fancy dress, all in one suits or drug logos / swearing on clothing are not acceptable  
Decency is an important consideration. No "bare midriiffs" or very short skirts/shorts.

Normal rules on hair, jewellery and make-up apply.

Caps are not permitted.

No open toed no open back or sling back shoes are allowed.

Students who have a Physical Education lesson on this day **MUST** wear correct PE kit and no jewellery.

Students involved in practical lessons in Food Technology must bring an apron as usual, and wear appropriate shoes.

**Refusal to comply with the uniform guidance could result a student being sanctioned until the issue is resolved.**

**Unless there is a medical reason, there will be a maximum of 3 days for the issue to be resolved before a student is put into a detention or internal exclusion.**



## Restorative Practice Guidance for Parents



At Oasis Academy Mayfield, we have started to use Restorative practice to build and maintain positive relationships.

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

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

**Restorative approaches are based on six key principles:**

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

### Restorative Practice Questions

**Step 1- What happened?**

Each person shares their side of the story without interrupting each other.

**Step 2- What were you thinking at the time?**

Each person shares their thoughts without interrupting each other.

**Step 3- How do you feel about it now?**

Each person shares their feelings without interrupting each other.

**Step 4- Who do you think has been affected and how?**

Talk about the other children or adults involved and how they might be feeling.

**Step 5 - What needs to happen to put things right?**

Each person shares what they think should happen and come to an agreement.

We may also ask other restorative style questions:-  
 How would you feel if this happened to you?  
 How can we put this right?  
 What could you do differently next time?  
 What other choices could you have made?  
 How can we make sure this does not happen again?  
 Do you feel we have treated you fairly?

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

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

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

