



Coordinator	Romala Gill, Assistant Principal
Review Frequency	Annually
Last reviewed	May 2018
Agreed by ALT on	TBC
Agreed by Academy Council on	TBC
The policy is communicated by the following means:	
Academy Council	Email and Academy Council Meeting
Staff	Policy Folder in the Staff Shared Drive, Email and CPD
Parents	Website and Letters sent Home
Students	Coaching Time, Student Planners, Posters and Assemblies






APPENDICES

1. Student Views Sheet
2. Staff Views Sheet
3. Community Service Procedures
4. On Call Checklist
5. Report Cards
6. Oasis Academy: Silvertown Behaviour Ladder



Behaviour Expectations



Our 5 'Be's	Attitude to Learning	Expectation
	<ul style="list-style-type: none"> We are proud of our school and community. We celebrate and value our differences. We take pride in how we present our work. We are ambassadors for our school. 	<ul style="list-style-type: none"> I have the POWER OF THREE with me at all times. My presentation is good and my handwriting is neat.
	<ul style="list-style-type: none"> We have the highest standards of uniform, inside and outside school. We speak in standard English. We behave professionally inside and outside school. We have excellent manners. 	<ul style="list-style-type: none"> I arrive on time to school; I arrive on time to lessons. I accept responsibility for the things that I do and understand that if I bring banned items to school they will be confiscated.
	<ul style="list-style-type: none"> We include and value everyone. We treat others as we would wish to be treated. We have zero tolerance for bullying. We do the right thing even when no one is watching. 	<ul style="list-style-type: none"> I respect the ideas, beliefs and contributions of my peers. I am honest and do not tell lies. I say sorry if I do something wrong.
	<ul style="list-style-type: none"> We work hard. We complete our home learning to the highest possible standard. We ask questions. We read widely. 	<ul style="list-style-type: none"> I follow instructions from staff the first time that they are given. Homework is completed on time and to a good standard.
	<ul style="list-style-type: none"> We have a growth mindset, for ourselves and others. We respond to all feedback, because we know it helps us improve. We never give up. We do not make excuses. 	<ul style="list-style-type: none"> I edit classwork work for SPAG or corrections using a green pen. I respond to marking from my teacher and action my targets.



1. KEY PRINCIPALS

At Oasis Academy: Silvertown we provide a challenging, inclusive, high quality education and provide a caring, stimulating and aspirational learning environment in which successful learning can take place.

We believe that excellent behaviour is a result of excellent teaching and our priority as an academy is to ensure that all teachers deliver Quality First Teaching. We believe that all students and all staff have the right to learn and work effectively. In order to achieve this, it is vital that all members of the community feel safe, secure, valued and there is an atmosphere of mutual respect for all individuals.

Central to this policy is our academy values, 'Be Proud, Be Professional, Be Nice, Be Independent, Be Resilient' and this embodies our belief that resilience, determination and a 'can do' attitude will enable all of students to succeed in school, be ready to lead, ready for university and beyond.

At Oasis Academy: Silvertown, we believe that implementing this behaviour policy consistently and fairly is the responsibility of all members of the academy community.

2. INTRODUCTION

2.1. At Oasis Academy: Silvertown we believe that a safe environment of mutual respect and cooperation results in the most effective climate for learning and teaching.

2.2. The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning.

2.3. Inclusion features strongly in this policy as it goes to the heart of Oasis Community Learning as an organisation. We will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can in itself exclude students from learning and feeling safe.

2.4. This policy also recognises that diversity of behaviour management styled used by staff and the different behaviour challenges that can be presented by students; however behaviour is never somebody else's responsibility.

2.5. The policy should be read in conjunction with the Teaching and Learning Policy, the SEND Policy and the Exclusion Policy.

3. AIMS

The key aims of this policy are:

- To have the highest expectations of students behaviour in order to ensure that all students make outstanding progress and achieve their full potential.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the academy community
- To work with parents/carers and students to encourage positive behaviour and to establish positive patterns of behaviour where there are difficulties.
- To identify levels of behaviour and to ensure rewards and consequences are fairly apportioned according to the behaviours demonstrated.
- To secure an environment where effective teaching and learning is able to take place.

4. ROLES AND RESPONSIBILITIES

<p>Students</p>	<ul style="list-style-type: none"> • To follow 'Silvertown 5B's' in and outside the classroom • To always have their POWER OF 4. • To arrive on time and in an orderly manner. • Follow teachers' instructions at the first time of asking. • Wear your uniform with pride and meet uniform expectations. • To fully participate in the restorative process when required.
<p>Student Leadership Team</p>	<ul style="list-style-type: none"> • To support the Principal and the Academy Leadership Team in upholding 'The Silvertown 5B's'. • To be a positive role model for students, maintaining high standards of attendance, punctuality, behaviour and presentation in order to reflect the academy's expectations. • Monitor transitions ensuring students are walking fast, orderly and in silence to their next lesson.
<p>All Staff</p>	<ul style="list-style-type: none"> • To model positive behaviours and build meaningful relationships • To be calm and give 'time to respond' when going through behaviour steps. • To follow up every time, retain ownership and engage in restorative dialogues. • Never ignore or walk past students who are not meeting expectations including dealing with uniform, behaviour, eating and use of mobile phones. • To ensure praise outweighs anything negative. • To allow all students a fresh start after an Isolation or Exclusion
<p>Learning Coaches</p>	<ul style="list-style-type: none"> • To maintain oversight of the achievement and behaviour points of the coaching group recognising best conduct and challenging poor behaviour. • To work in partnership with the Dean of Students to implement intervention strategies to address attendance, punctuality or behaviour issues. • To ensure mobile phones are collected during Learning Coaching time. • To complete a Monday- Check in (Zones of Regulations) and regular Circle Time activities. • To establish daily coaching time routines to ensure students arrive to coaching group on time, have their POWER OF FOUR, in the correct uniform, in the GREEN ZONE, ready to learn. • To take an accurate and efficient register daily. • To raise the profile and importance of excellent student punctuality and attendance and to positively role model this. • To ensure students are engaged in purposeful activities during coaching time. • To foster and maintain good links with parents/carers. • To gain knowledge and insight of students within your coaching group (HEADSTART) enabling you to contribute information as and when required.
<p>House Coach</p>	<ul style="list-style-type: none"> • To monitor and ensure consistency during Learning Coaching Time • To ensure mobile phone boxes are collected at the end of Learning Coaching time • To support Learning Coaches delivering coaching time. • At times cover Learning Coaching time. • To foster and maintain good links with parents/carers • To run inter-house competitions
<p>All classroom teachers, supply teachers and LSA's.</p>	<ul style="list-style-type: none"> • To deliver lessons in the Silvertown way to engage, challenge and meet the needs of all students. • To meet and greet students as they enter the classroom by shaking their hands. • To ensure the first 5 minutes of the lesson is silent. (DO NOW) • To ensure there is a seating plan in place. • To take responsibility for the management of student behaviour and associated follow up actions as appropriate. • To ensure that the policy and procedures are followed and applied consistently and fairly. • To communicate regularly with parents/carers. • Record rewards and disciplinary consequences on SIMS appropriately. • To complete students reports by the end of the day.

<p>Middle Leaders</p>	<ul style="list-style-type: none"> • To ensure Quality First Teaching and secure curriculum delivery to maximise positive behaviour • To ensure systems and procedures are in place within the curriculum area to manage behaviour in line with the Behaviour for Learning Policy. • To monitor all behaviour incidents in the Curriculum Area to ensure they have an accurate overview to both support and challenge their team.
<p>DEAN OF STUDENTS</p>	<ul style="list-style-type: none"> • To support students and staff on a day-to-day basis in ensuring the highest possible standard of behaviour, attendance, punctuality and uniform. • To communicate effectively with relevant staff, parents/carers and external agencies regarding student behaviour. • To use assemblies to recognise achievement within attendance, punctuality and behaviour, and reinforce expectations. • To support with the process of any external referrals. • To maintain oversight of the reward system and behaviour incidents across the academy. • To facilitate restorative meetings with students and staff when appropriate. • To provide students with strategies to take responsibility for their own behaviour. • To provide input for students who need intensive support and withdrawal from class for specialist intervention. • To provide support for staff dealing with behaviour incidents. • To keep a record of student reflection sheets • To lead 'Zones of Regulation' sessions for students with behavioural and emotional needs.
<p>ACADEMY LEADERSHIP TEAM</p>	<ul style="list-style-type: none"> • To monitor the implementation of the academy's 5Bs through the line management structures of the academy and support Middle Leaders in their role. • To make appropriate decisions, in collaboration with the DEAN OF STUDENTS on the consequences regarding student behaviour, including exclusions. • The Leadership Team and Middle Leaders will support staff in the effective implementation of the policy and will communicate the importance of high standards of behaviour to students.
<p>ACADEMY COUNCIL</p>	<ul style="list-style-type: none"> • To monitor the effectiveness of the Behaviour for Learning Policy. • To convene disciplinary panels when necessary. • To support reward and celebratory events.
<p>Parents</p>	<ul style="list-style-type: none"> • To support your child with their home learning and they complete it by the due date. • To log onto Showmyhomework regularly. • To attend any meetings requested by the academy. • To ensure your answer your phone when called. • To ensure your child attends his/her detentions. • To ensure your child attends his/her interventions. • To take responsibility for the whereabouts of your child before/after academy. • To monitor your child's use of social media on a weekly basis. We would advise you to check your child's phone frequently to ensure sites are appropriate.

5. RIGHTS AND RESPONSIBILITIES

- Every student has the right to learn, to achieve and to be respected, safe and supported.
- All staff, teaching and support, have the right to carry out their roles effectively, and to be respected, safe and supported.
- Parents and Carers have the right to be kept informed about the behaviour of their child, and to be respected, safe and supported.
- Members of the local community and visitors to the academy have the right to be treated with respect and have their needs considered by the academy.

6. PROMOTING POSITIVE BEHAVIOUR

Behaviour issues should be considered as challenges and are normal where young people are learning and testing the boundaries of acceptable behaviour. This is important to consider when reflecting on our interaction with students. It is vital not to overact in any situation with a student and consistency across the whole academy is the key when managing behaviour.

Do all you can to:

- Keep the focus on the work → it maintains the flow of the lesson
- Show respect → it builds the relationship
- Learn student's names → it builds the relationship
- Admit mistakes → it builds the relationship
- Smile and humour → it reduces tension
- Keep calm and role model the way → it reduces tension
- Listen → it reduces tension
- Praise in public-celebrate achievement → it creates a positive atmosphere
- Seek to reconcile → it creates a positive atmosphere
- Work positively with parents and carers → it can add 5 months of progress in a year

Do all you can to avoid:

- Humiliating or embarrassing → it breeds resentment
- Shouting → it diminishes you and leaves nowhere to go
- Over-reacting → the problem will grow
- Punishments without facts → the innocent will resent them and you
- Sarcasm → it damages you and is unkind
- Reprimanding in front of others → students will play to the audience
- Threatening to call other staff → it will undermine you

What for	Reward
Highest Merits	<ul style="list-style-type: none"> • Bronze pin (80 points) • Silver pin (120 points) • Gold pin (150 points) • Rock Assembly • Lunch out (Year 11 only) • Achievement Shop
Showing 5B's	<ul style="list-style-type: none"> • Special stamp in planner • Achievement points recorded on SIMS • Text home
Attendance <ul style="list-style-type: none"> - 0 lates - 0 days off - Most improved - Best coaching group attendance (weekly) - Best coaching group attendance (half termly) 	<ul style="list-style-type: none"> • Bronze (Term 1) • Silver (Term 2) • Gold (Term 3) • Weekly assembly celebration (Chocolates) • Termly best attendance coaching group breakfast, etc.
Coaching group with highest achievement points	<ul style="list-style-type: none"> • Pizza Party • Movie session/Cinema Trips • Extended lunchtime
Best student work	<ul style="list-style-type: none"> • Special display board • Gift voucher • Weekly post card (ALT and teachers)
Graduate KS3	<ul style="list-style-type: none"> • Special assembly event parent/carers invited every half term • Special trip

<p>Most Academic progress and Community work</p>	<ul style="list-style-type: none"> • Praise Event
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7. POSITIVE PRAISE AND AWARDS

Student’s achievements may be rewarded in a variety of ways:

- Each student will receive a RECORD OF ACHIEVEMENT FOLDER, to keep their certificates in.
- Year 11 Prom
- Year 11 Revision Residential

By these means the academy seeks to motivate students, create a positive learning environment, raise students’ self-esteem and provide systems which can be used by all staff to contribute to raising levels of achievement.

8. RESTORATIVE CONVERSATIONS

The aims of restorative meetings are to:

- restore relationships and move forward
- encourage students to take responsibility for their behaviour in lessons
- reinforce the Silvertown 5B’s and expectations
- enable any underlying issues to be raised

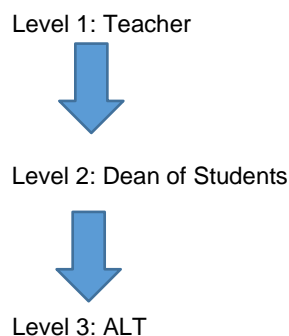
Staff should use the 6 key questions model of restorative practice for the restorative meeting:

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?

The member of staff concerned will attend the detention session (Monday, Wednesday, Thursday and Friday) where the restorative will take place, and make every effort to ensure they record it on SIMS. It is the student’s responsibility engage fully and complete their reflection sheet before the meeting takes place.

Parents/Carers should advised that in line with changes resulting from the Education Act 2011, the academy is no longer required to give 24 hours’ notice when students are required for a restorative conversation or detention after school hours. In exercising its right to take same day action as required, the academy will make every reasonable attempt to inform parents/carers by a variety of means including text or phone call home when students are likely to be detained no longer than 15 minutes.

If the restorative conversation does not successfully resolve the issue, the process should be supported as follows:



Level 1: Teacher Restorative

- Held by the teacher in their work area.
- Details written in the student planner on page X.

- The member of staff will discuss concerns with the student and agree a way forward.
- If a student fails to attend the restorative, a call must be made to the parent, the restorative reset and the details updated on SIMS.
- If the restorative conversation is unsuccessful or the student fails to attend the second restorative, the matter should be escalated to the Dean of Students.

Level 2: Dean of Students

- The restorative between the teacher who was involved in the original incident and student will be facilitated by the Dean of students where the concerns and barriers to learning will be discussed, with clear actions moving forward.
- The restorative should be agreed with the student and details entered in the planner and in SIMS.
- If the restorative conversation is unsuccessful or the student fails to attend the restorative and there is evidence on SIMS previous procedures have been followed, the person issuing the level 2 restorative can refer the matter to ALT.

9. 6 STEPS IN LESSON

To keep order in the classroom, teachers are expected to follow the 6-Point Plan outlined below.

Teachers should aim to be consistent but flexible in their approach to the 6-Point Plan. The fact that every child is an individual should never be overlooked.

(Appendix)

	Steps	Example of Prompts	
Step 1	Reminder (s) of expectations. Non-verbal signal/gesture be used.	“Quick reminder to everyone that we need to work hard as part of our 5B’s.”	<ul style="list-style-type: none"> • Whole class reminder. • State your expectations. • Narrate the positive
Step 2	Warning- An opportunity to change behaviour.	“... I’ve noticed today you’re not xxx in lesson. This is a warning-let’s get back on track”	<ul style="list-style-type: none"> • Reprimand needs to be specific to what the child is doing.
Step 3	This is a demerit-	“... this is a demerit your ‘not xxx in lesson. Let’s get back on track”	<ul style="list-style-type: none"> • First demerit
Step 4	Choice- change in behaviour or student must accept consequences.	“...you have not changed your behaviour yet. You have a choice to stay in the lesson and change your behaviour or go to the referral room.”	<ul style="list-style-type: none"> • Restorative conversation • (Level 1)- Record on SIMS and student planner • Second demerit
Step 5	Referral room- teacher refers student to their buddy class.	“...Unfortunately your behaviour has not improved. Can you please work in room...?”	<ul style="list-style-type: none"> • Restorative conversation (Level 2) • Phone call home by teacher • Teacher to record incident in planner • Next day detention with ALT. • Third demerit
Step 6	On Call- This should only apply in the event of a student refusing to engage with the	“... as you are refusing to follow a member of staff’s instructions. The	<ul style="list-style-type: none"> • Notify the office via email requesting on-call

	<p>internal referral process (i.e. will not leave the class), a serious incident has occurred, a student continues to misbehave after they have been referred to another room or there is a health and safety risk.</p>	<p>next step is that I will have request on-call.”</p>	<ul style="list-style-type: none"> • Restorative conversation (Level 3) • Phone call home by ALT • Community work (where applicable) • Dean of student to record incident • Principal Correction
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10. ON CALL PROCEDURE

Step 6 reached/ serious incident occurs- teacher requires ON CALL



The referring teacher will send an email to Student Services.



Student Services contact ALT who will attend and follow ON CALL checklist procedure.



The referring teacher to record behaviour incident on SIMS



If the incident is serious enough to result in an Isolation or external exclusion, the ALT and Dean of Student will complete the exclusion form and consult the Principal. Otherwise, the Dean of Students will refer the student for community work to recognise the time that has gone in to dealing with this issue.



A restorative conversation, facilitated by the Dean of Student, will take place between the referring teacher and the student before the next lesson.

11. TRANSITION

Students are expected to move around the academy in an orderly fashion showing consideration towards others and respect for the learning environment. Students must always walk on the left behind each other in a single file. Teacher will shut their door after 5 minutes, if students arrive after the 5 minutes the teacher will ensure they record a late mark on SIMS.



ALT will be positioned between buildings to ensure students are walking calmly and quietly to their next lesson.

12. STUDENTS OUT OF LESSONS: EMERGENCIES AND MEDICAL ISSUES

We expect students to use the water fountain and the toilet at break and lunchtimes and not to leave the lesson to do this. There will of course be emergencies and students with medical issues. If a student is unwell during the school day the teacher should email the ON CALL email requesting First Aid support. Students must not be sent out of lessons for trivial reasons; always encourage the student if possible, to wait until the end of the lesson. The ALT along with a first aider when required, must give permission before any student is sent home. A student must never be sent home without the agreement of the parent/carer. SEND department will provide a pass for any student with medical issues.

13. LUNCH AND BREAK TIME EXPECTATIONS

Appropriate food and drink should be consumed in the Dining Hall during break and lunchtime. (See appendices for list). Students are expected to clear their tables before leaving the cafeteria ensuring all litter is placed in the bins provided.

Students should act appropriately during break and lunchtimes. Expectations during non-teaching time include:

- ✓ No physical contact
- ✓ Moving around the building and site in a calm manner
- ✓ Avoiding any activity which may endanger others, including play fighting

14. UNIFORM AND EQUIPMENT

High standards of presentation are required at all times when wearing the academy uniform including travelling to and from the academy and when on visits. The academy reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents/carers or by sending students to DEAN OF STUDENTS with a notice to change.

All staff are expected to reinforce the uniform expectations throughout the day.

For more information about the specific school uniform expectations, please visit the school <http://www.oasisacademysilvertown.org/content/uniform>

Coaches will check uniform and equipment every morning as students enter their Learning Coaching classroom. The following items are expected:

- 2x Blue, 2x Green or 2x Black Pen
- Pencil x2
- Ruler
- 2x highlighters
- Planner
- Reading book
- Knowledge organiser

If a student does not have the above items in their pencil case they will receive a demerit.

Students are required to carry the Oasis Academy: Silvertown school bag. Large handbags or non-school bags are not acceptable. Students may wear a wristwatch, a small round pair of ear studs on the bottom of the ear lobes, no other jewellery is permitted. (Refer to Home School agreement)

15. PERSONAL DEVICES

Parents/Carers and students are informed that **mobile phones are not permitted in the academy**. However, it is accepted that students may need to carry a mobile phone on the journey to and from the academy for safety reasons. Mobile phones will be collected during Learning Coaching time and returned at the end of the day. Mobile phones need to be switched off. If a mobile phone is seen or heard a member of staff will confiscate the phone or electric gadgets and inform parents. Confiscated items will not be able to be collected by the child a parent/carer will need to collect it at their most convenient time. If there continues to be persistent use of the mobile phone, the Dean of Students and ALT will discuss further consequences.



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. **Please note the academy does not accept any responsibility for the loss of any valuable items or money brought onto academy premises including mobile phones.**

16. BEHAVIOUR OUTSIDE OF SCHOOL

Students who breach the academy’s Behaviour for Learning Policy whilst on academy business such as visits and journeys, sports fixtures or a work-experience placement or on the way to and from the academy will be dealt with in the same manner as if the incident had taken place at the academy and possibly banned from attending future trips.

All students should behave in a way that reflects the 5B’s in the academy, trips, visits and their journey to and from the academy.

For acts of aggression or which threaten the health and safety of others, including malicious online activity, 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 will be applied.

17. INVESTIGATION AND RECORDING INCIDENTS

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than the academy. Parents/Carers, Academy Council, outside agencies or appeals panels, may read documentation. It is therefore very important that the reports are written in an objective and professional way.

- Ensure details of the incident is recorded on SIMS detailing the facts and any actions to resolve the incident.
- Where required, staff and student views must be filled out on the correct pro-forma.
- When investigating incidents of a serious nature, in particular where there is a question over what happened, students must be isolated from others involved to write their views.
- Any incident involving bullying, racism, sexism, homophobia should in addition, be recorded in the appropriate log.
- Refer to ON CALL CHECKLIST

18. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Possible types of unacceptable behaviour	Strategies or consequences we may use	Who
<ul style="list-style-type: none"> • Not following the expectations or 5B’s. 	<ul style="list-style-type: none"> • Reminder of expectations • Verbal warning • Restorative (Level 1) • Communication with parents 	Teacher
<ul style="list-style-type: none"> • Persistently not following the expectations of Silvertown Way. 	<ul style="list-style-type: none"> • Restorative (Level 2) • Placed on monitoring report • Communication with parents • Detention in subject area for 30min 	Dean of Students/Teacher
<ul style="list-style-type: none"> • Truancy • 3 C codes in one day • Obscene language/verbal aggression • Bringing the academy into disrepute • Failure to accept consequences for their actions • Inappropriate physical contact 	<ul style="list-style-type: none"> • Restorative (Level 2 or 3) • Community work • Inclusion panel referral • Communication with parents • Detention with ALT for 1 hour • Principal Correction 	Dean of Students/Teacher/ALT
<ul style="list-style-type: none"> • Obscene language/verbal aggression directed overtly at any stakeholder • Malicious communication, including social media • Bullying, including cyber bullying • Physical violence • Behaviour which affects the health and safety of any stakeholder 	<ul style="list-style-type: none"> • Restorative (Level 3) • Community work • Inclusion Panel Referral • Individual Behaviour Support Plan (IBS) • Pastoral Support Plan (PSP) • Internal Isolation 	ALT



<ul style="list-style-type: none"> • The possession, use or supply of weapons or illegal and other unauthorised drugs. • Theft • Malicious allegations against staff 	<ul style="list-style-type: none"> • Fixed term external exclusions • Permanent Exclusion 	
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19. DETENTIONS

All teaching staff have the authority to set detentions for poor learner behaviour in lessons. Detentions take place the next day after school, at break or lunch time. We will always endeavour to notify parents of after school detentions via text or a phone call, though it should be noted that legally, parental consent is not required for detentions, though the academy will always prefer to work in partnership with parents.

20. ISOLATION

The isolation room is supervised by the Academy Leadership Team. It operates from 8:30am - 4:15pm each day in order to isolate those students referred from mainstream. It is for more serious offences such as persistent disruptive behaviour, defiance towards staff, or physical aggression. Students are expected to work silently throughout their time here, which may be 1 or 2 days. Students are provided with relevant work throughout the day. Break and lunch sessions are also spent within the unit.

21. MONITORING, SUPPORT AND INTERVENTION

When a student requires closer monitoring, they will be placed on report. A Head of House, Dean of Students and ALT. may issue the report. All students from a period of exclusion must be placed on a monitoring report for an agreed period. ALT or the DEAN OF STUDENTS will track all students who are on a Behaviour Report.

All classroom teachers have a responsibility to ensure they complete a student’s report card on the day they teach the student.

22. EXCLUSION

If an exclusion is to take place, the full details of the incident should be shared with the parent on the telephone and an exclusion letter should, if at all possible, be posted home on the same day. A copy should also be placed on the student file. Before the student returns to the academy a re-integration meeting must be conducted with the Parent/Carer and student. All students returning from a fixed term exclusion will be on a monitoring report, either a Dean of Students report or an Individual Behaviour Support Plan. This will be determined by ALT. If a student’s behaviour is deemed to be seriously harming the education and welfare of others in the academy, thus placing the student at high risk of permanent exclusion, their Parent/Carer will be required to attend an Academy Council Disciplinary Panel. Staff should not threaten a student with exclusion as they have no authority to carry out the threat. Only the Principal can agree an external exclusion or the Acting Principal in his/her absences.

23. INCLUSION MEETINGS

Where a student is presenting with a variety of needs, or there are significant barriers to learning and initial strategies are failing to impact, the MIDDLE LEADER will complete the Inclusion Referral Form and discuss it with the DEAN OF STUDENTS. The DEAN OF STUDENTS will present the student at the weekly Inclusion Meeting. The initial strategies will be reviewed and a decision will be made at the meeting on an appropriate way forward. Staff will be kept informed of progress and agreed strategies.

24. ALTERNATIVE PROVISION

Dependent upon student need, the academy will use the following interventions to support and re-engage students:

- **Isolation:** short term personalised placement on the academy site.
- **Individual Behaviour Support Plan:** daily monitoring by the Dean of Students
- **Pastoral Support Plan:** daily monitoring by ALT with input from the Local Authority Behaviour Support Services.
- **Alternative Provision (offsite):** long-term provision offering support for KS3 and KS4 students.



25. SCREENING AND 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.

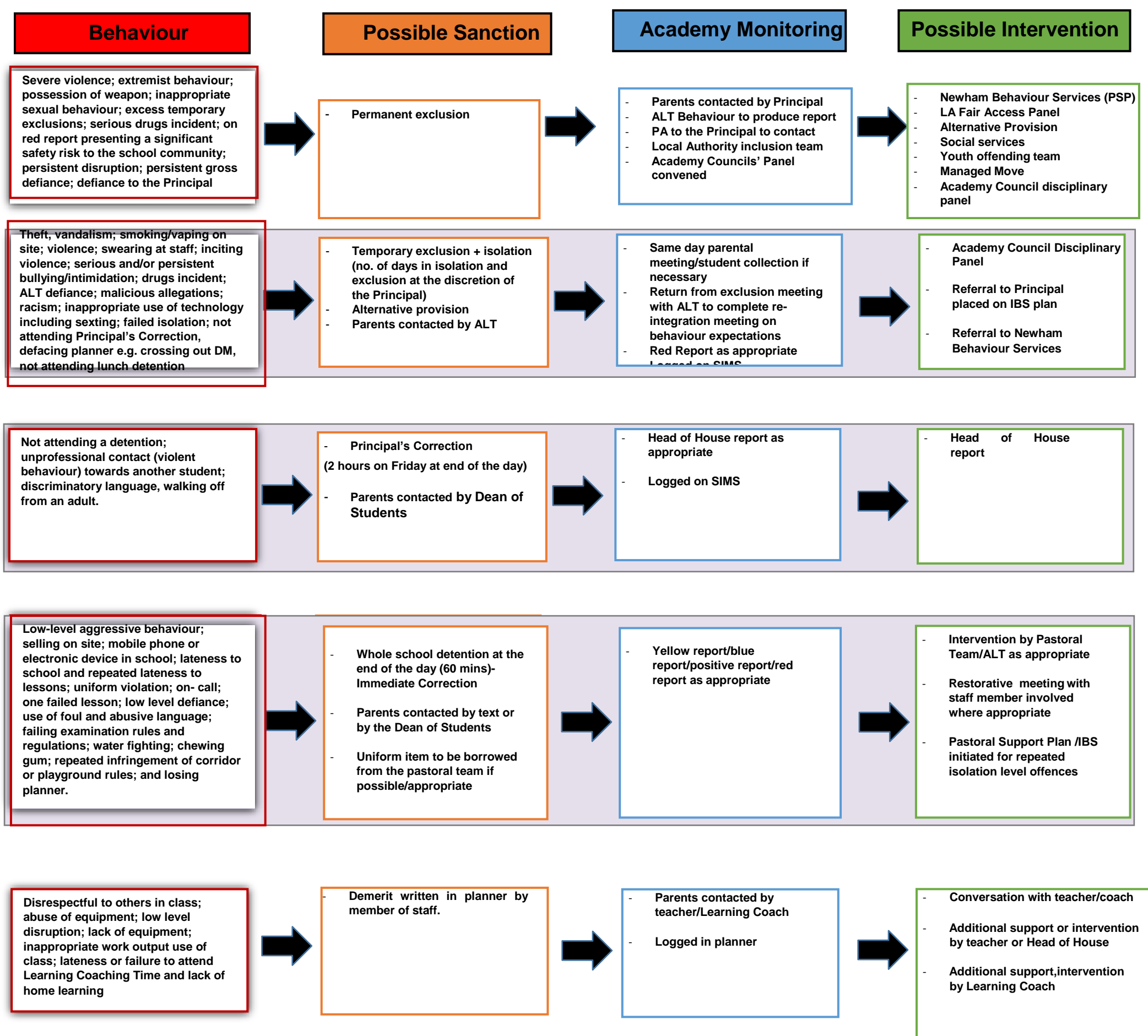
26. THE USE OF REASONABLE FORCE

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.

27. MALICIOUS ACCUSATIONS AGAINST 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 fixed term 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 member of staff.

Oasis Academy Silvertown: Behaviour Ladder 2018/19



REWARDS AND SANCTIONS SUMMARY

Rewards

1. 100% attendance trips
2. Positive post cards/phone calls home
3. Merits planner
4. Praise assemblies every term
5. Certificates/reward vouchers
6. Verbal or written praise in books
7. Breakfast with the Principal
8. House prizes and cup
9. Representing school
10. Leadership opportunities

Sanctions

Report Cards

1. Yellow report card (Head of House)
2. White positive report card (Learning Coach)
3. Blue (Dean of Students)
4. Amber report card (ALT)
5. Red (Principal)
6. ALT central detention 60 minutes
7. Planner demerits
8. On-call - ALT
9. Principal Correction 2 hour detention every Friday
10. Isolation 8:30am-4:15pm
11. Fixed Term Exclusion/Alternative Provision
12. Governors' Disciplinary Panel
13. Permanent exclusion
14. Community Service