



Oasis Academy Silvertown

Behaviour Policy

Coordinator	Principal
Review Frequency	Annually
Last reviewed	September 2022
Agreed by ALT on	September 2022
Agreed by OCL Governance on	September 2022
The policy is communicated by the following means	Annually at Parent 1:1s Via the Home Academy Agreement Academy Website
Governance (Regional Director)	Line Leadership of the principal OCL Audits
Staff	Policy Folder in the staff Handbook, website, email and CPD
Parents	Website, home academy agreement and letter home
Students	Coaching time, student planners, posters and Assemblies
This policy should be read alongside the following policies	OCL Behaviour for Learning Policy Safeguarding Policy E Safety Policy Anti-Bullying Policy SEND Policy Student Equality and Inclusion Policy OCL Exclusions Policy

APPENDICES

1. Reflection work behaviour log
2. Reflection Room Protocol
3. On Call System
4. Reporting system
5. Reflection pack
6. Oasis Academy Silvertown Behaviour Ladder



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References

Our Shared Values

Our '5 Be's'	Attitude to Learning
Be Proud	<ul style="list-style-type: none"> • We are proud of our school and community. • We celebrate and value everything that makes us who we are: our story, our family, our race, our religion, our gender and more. • We take pride in how we present our work. • We are ambassadors for our school. • We make every minute matter.
Be Professional	<ul style="list-style-type: none"> • We have the highest standards of uniform, inside and outside school. • We speak in standard English and have excellent manners. • We behave professionally inside and outside school. • We arrive on time and are fully prepared for learning with our power of 5. • We have high expectations of ourselves and each other.
Be Nice	<ul style="list-style-type: none"> • We include and value everyone. • We treat others as we would wish to be treated. • We do not tolerate any bullying or discriminatory words or actions. • We do the right thing even when no one is watching. • We develop our character through the nine habits
Be Independent	<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. • We make the most of every opportunity by attending extra-curricular clubs and applying for leadership positions.
Be Resilient	<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 on learning, on ourselves or on our relationships. • We do not make excuses. • We take responsibility when we make mistakes and accept consequences for our actions



Compassionate

'To be compassionate and kind whilst acting justly.'
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.

Forgiving

'To be forgiving and committed to healthy relationships.'
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.

Patient

'To be patient and persevering.'
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 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.



Considerate

'To choose to love others like you love yourself.'
To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.



Joyful

'To be joyful and positive and help others to be the same.'
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 resistance in our lives and the teams we are a part of.



Honest

'To be honest and have integrity.'
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.



Self-controlled

'To be 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



Humble

'To be honouring of others through serving with humility.'
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 position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.



Hopeful

'To be hopeful in seeking transformation.'
Hope is not wishful thinking. It 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.' So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today



1. KEY PRINCIPLES

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 high expectations, strong relationships and excellent teaching and our priority as an academy is to ensure that all students learn exceptionally well. 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 that there is an atmosphere of mutual respect for all individuals.

Central to this policy are our academy values, 'Be Proud, Be Professional, Be Nice, Be Independent, Be Resilient' and these embodies our belief that resilience, determination and a 'can do' attitude will enable all students to succeed in academy, be ready to lead, ready for university and beyond. Our 9 Habits underpin 'Be Nice', giving a framework for character development that is crucial for student growth, reflection and improvement.

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

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.

The two fundamental principles underpinning our behaviour policy are high expectations and strong relationships. These combined with rights, responsibilities and routines will produce good behaviour conducive to good learning.

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

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

The policy should be read in conjunction with the Teaching, Learning and Assessment 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 strong 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. WHAT WE EXPECT FROM OUR STUDENTS

Staff will proactively teach students how to behave in line with the Oasis Academy Silvertown Code of Conduct, helping them to rehearse and embed strong habits that develop character and prepare them to be: Ready for University, Ready to Lead.

Oasis Academy Silvertown Code of Conduct:

All Oasis Academy Silvertown students are getting "Ready for University, Ready to Lead" by:

- Arriving at the academy by 8.25am and to their coaching room by 8.30am and getting to all lessons on time
- Wearing the correct uniform smartly throughout the day
- Entering the classroom calmly, greeting the teacher and starting the 'Do Now' activity in silence
- Only drinking water in class. No other eating, chewing or drinking.
- Being an active learner by engaging with the activities set by the teacher and demonstrating this by using the learning position (eyes tracking the speaker, hands on the desk, body still), completing all work and answering questions
- Only using iPads when asked to by the teacher and only for the purposes given by the teacher
- Listening and respecting others when they are contributing or speaking
- Always completing home learning on time and to an excellent standard
- Making sure that they catch up with their learning if they have been absent from the academy or have fallen behind for other reasons
- Speaking in Standard English, and giving all answers in class in full sentences
- Speaking at an appropriate level so that all who need to can hear
- Never calling out, answering back or talking over others
- Ensuring that our behaviour helps people feel happy, included, safe and wanted – never isolating, insulting, excluding, undermining or swearing at anyone
- Encouraging other students to behave in an appropriate way
- Making eye contact when speaking to friends, teachers or visitors
- Not touching anyone else, except for a professional hand shake when this is appropriate. (This includes no play fighting, hugging, pushing, shoving, flicking, kicking, tripping up etc)
- Always speaking at a tone and volume appropriate to the context, remaining calm and respectful and never screaming or shouting
- Always respecting academy property and taking care not to waste academy resources - never defacing the building, dropping litter or spitting
- Walking quietly in single file on the left and lining up in silence between lessons
- Always smile and say "Good morning" or "Good afternoon" to any visitor
- Always open the door for anyone who you are passing
- Always saying "please" and "thank you" and opening and holding doors for one another
- Saying "Good Morning/Afternoon" "How are you? Can I help you?"
- Shaking hands to greet students, staff and visitors when appropriate
- Volunteering to help other students or staff
- Taking initiative
- Displaying integrity by doing the right thing when no one is looking
- Only eating healthy food and not bringing any sweets, chocolate, biscuits, crisps, cakes or drinks other than water into the academy
- Only crossing main roads at official crossing points when it is safe
- When travelling to or from the academy, always giving up your seat for an adult or family with young children
- Always going home from the academy in an orderly, responsible way, not congregating or loitering in groups or in public areas.
- When travelling on public transport, always respecting those around you, reminding other Oasis Academy Silvertown family members of our expectations

- Following the requests of staff in local shops, business and community centres and treating them with respect and gratitude

5. ROLES AND RESPONSIBILITIES

<p>Students</p>	<ul style="list-style-type: none"> • To follow the 'Silvertown 5 Be's in and outside the classroom • To commit to developing their character through the 5 Bes and 9 habits • To always have their POWER OF 5. • To arrive on time and in an orderly manner. • To follow teachers' instructions at the first time of asking. • To wear their 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 5Bes' • To be a positive role model for students, maintaining high standards of attendance, punctuality, behaviour and presentation in order to reflect the academy expectations. • To be a positive role model for students in developing their character through the 5 Be's and 9 Habits • To take feedback and reflect on behaviour at the academy and provide feedback and suggestions for improvement to the Academy Leadership Team
<p>All Staff</p>	<ul style="list-style-type: none"> • To model positive behaviours and build meaningful relationships with other staff, students and parents/carers • To inform parents of behavioural concerns and progress when appropriate • To be calm and give students time to respond when going through behaviour steps. • To follow up every time, retain ownership and engage in the restorative process when required • Maintaining high expectations by always challenging students who are not meeting expectations in any way including with uniform, behaviour, eating and use of mobile phones and never ignoring or walking past it. • To ensure praise is used consistently and positive narration outweighs negative consequences or narrative. • To allow all students a fresh start after time in the reflection room, a directed placement or exclusion • To record rewards and disciplinary consequences in student planner appropriately.
<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 and Heads of House to implement intervention strategies to address attendance, punctuality or behaviour issues. • To ensure mobile phones are collected during Learning Coaching time. • To check in with students in their learning coaching group and engage openly and honestly in circle time and other discussion activities • To establish daily coaching time routines to ensure students arrive to coaching group on time, have their POWER OF FIVE, in the correct uniform, and are 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 foster and maintain strong communication with parents/carers. • To gain knowledge and insight of students within their coaching group enabling them to contribute information as and when required. • To lead reports for students in their coaching group as required, communicating with parents weekly • To foster a sense of belonging and togetherness for all students in their learning coaching group including through a learning coaching display representing all students
<p>Head of House</p>	<ul style="list-style-type: none"> • To foster a sense of belonging and togetherness for all students in their House • To monitor and ensure consistency during Learning Coaching Time • To ensure mobile phone boxes are collected during Learning Coaching time and handed out at the end of the academy day • To support Learning Coaches delivering coaching time. • At times cover Learning Coaching time.

	<ul style="list-style-type: none"> To foster and maintain good links with parents/carers To run year group competitions Record rewards and disciplinary consequences in student planner and on BROMCOM appropriately. To lead reports for students in their house as required, communicating with parents weekly
Senior Head of House	<ul style="list-style-type: none"> To set expectations, rituals and routines and monitor and ensure consistency of all Head of House tasks and processes during Learning Coaching Time To monitor and ensure consistency of delivery of learning coaching time To support Learning Coaches delivering coaching time where required To support Heads of House in their roles during learning coaching time where required To foster and maintain good links with parents/carers To promote the house system, fostering a sense of belonging to a house, competition between houses and high expectations across all houses To monitor and communicate house point totals To set up, implement and run House Captain leadership positions for Year 10 students To work with the Senior Dean to monitor the allocation of and implementation of Head of House reports To meet with individual students and parents in order to discuss and improve student attendance To ensure the smooth running of rewards including Principal's breakfast, Head of House awards and prizes for house competitions. To support the running of detentions, the reflection room, on call and assemblies
All classroom teachers, supply teachers and LSPs.	<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 with a warm smile. To ensure the first 5 minutes of the lesson is silent. (DO NOW) To ensure there is a seating plan in place and that this is changed regularly. To take responsibility for the management of student behaviour and associated follow up actions including informing parents if a child is sent out of a lesson. To ensure that the policy and procedures are followed and applied consistently and fairly. To communicate regularly with parents/carers. To record rewards and disciplinary consequences in student planner appropriately. To complete student reports by the end of each lesson. To lead subject reports where required
Subject leaders	<ul style="list-style-type: none"> To ensure high quality 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. To ensure that any behaviour incidents taking place within their department are resolved quickly and students do not miss learning the full curriculum To ensure that Level 1 restoratives have been completed by teachers in their department whenever a student is removed from a lesson To facilitate Level 2 restoratives between teachers and students where required
Dean of Students	<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, punctuality and attendance 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 within allocated year groups. To facilitate Level 3 restorative meetings with students and staff where required 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 and/or a Dean's report To provide support for staff dealing with behaviour incidents. To keep a record of student reflection sheets Meet with individual students and parents in order to discuss and improve student attendance

	<ul style="list-style-type: none"> • To log serious behaviour incidents on BROMCOM • To lead 9 Habits reflections for individual students in the reflection room on allocated days • To communicate daily with the Senior Dean of Students regarding student behaviour incidents, reflection room progress, interventions required, communication with parents and any other relevant matters • To support the running of detentions, the reflection room, on call, pay it forward and assemblies
Senior Dean of Students	<ul style="list-style-type: none"> • To lead and manage the Deans of Students in implementing the behaviour for learning policy at the academy • To work with the Academy Leadership Team to lead, monitor and implement the behaviour strategy and processes • 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 manage external agencies who provide behaviour and pastoral interventions for students at the academy • To maintain oversight of the reward system and behaviour incidents across the whole academy • To facilitate restorative meetings with students and staff when appropriate. • To provide ongoing training for staff in restorative approaches, de-escalation techniques and any other matters relating to behaviour for learning at the academy • 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 ensure effective record keeping of all behaviour incidents as well as rewards • Meet with individual students and parents in order to discuss and improve student attendance • To ensure the logging and monitoring of behaviour incidents on BROMCOM is completed accurately • To analyse behaviour data in order to identify trends or concerns and implement interventions following findings • To oversee the effective use of the reflection room, reporting system and on call • To lead 9 Habits reflections for individual students in the reflection room on allocated days • To communicate daily with the Academy Leadership Team regarding student behaviour incidents, reflection room progress, interventions required, communication with parents and any other relevant matters • To oversee the running of detentions, the reflection room, on call, pay it forward and assemblies
Academy Leadership Team	<ul style="list-style-type: none"> • To monitor the implementation of the Academy 5B's and Oasis 9 Habits through the line management structures of the academy and support Subject Leaders in their role. • To make appropriate decisions, in collaboration with the Senior Dean of Students on the consequences regarding student behaviour, including exclusions. • The Leadership Team and Subject Leaders will support staff in the effective implementation of the policy and will communicate the importance of high standards of behaviour to students. • To ensure that expectations, rituals and routines are clear, efficient and effective for all staff and students
OCL Governance Team	<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.
Parents	<ul style="list-style-type: none"> • To support your child with their homework and they complete it by the due date. • To check your child's planner daily to view merits and any demerits/detentions • To log onto ShowMyHomework regularly to monitor home learning set and check my child's completion. • To read and engage with all parental communication via the My Child at Academy App • To attend any meetings requested by the Academy including all parents' evenings and one -to -one meeting every September before term begins • To ensure your answer your phone when called by the academy.

	<ul style="list-style-type: none"> • To ensure your child attends their detentions. • To ensure your child attends their interventions. • To take responsibility for the whereabouts of your child before/after the academy day. • To inform the academy of any concerns regarding your child’s behaviour or the behaviour of other children at the academy • To monitor your child’s use of social media on a weekly basis, check that all apps, communications and sites visited are appropriate.
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6. 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.

7. PROMOTING POSITIVE BEHAVIOUR AND REWARDS

All staff at the academy promote positive behaviour by modelling and explaining clearly what they expect, building strong relationships with students and creating a predictable environment for students where responses to students are consistent.

Teachers promote positive behaviour by:

Doing all that they can to:	So that:
Making expectations of students clear	Students know what to do
Positively framing what they expect to see	Students know the adults believe in them
Rehearsing key routines and/or new behaviours	Students have the best opportunity to get it right
Keep the focus on learning	The main thing remains the main thing
Show respect	Strong relationships are built
Learn students’ names	We show that we care about each individual
Admit mistakes	We role model what we expect
Smile and use humour where appropriate	Tension is reduced
Keep calm	We role model what we expect
Listen	We understand our students
Praise in public	We build a narrative of success
Seek to reconcile	We model how to maintain strong relationships despite challenges
Work positively with parents and carers	We work together to support our students

Doing all that they can to avoid:	Because it may:
Humiliating or embarrassing	breed resentment and break down relationships
Shouting	Diminish the teacher’s authority and leave students feeling unsafe
Over-reacting	Lead to the problem escalating
Punishments without facts	Lead to resentment and undermine other, fair consequences
Sarcasm	Confuse children and/or appear unkind
Reprimanding in front of others	Lead to escalation and the child feeling humiliated
Holding a grudge	Undermine strong relationships
Making it personal	Escalate the situation

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

All students have a **record of achievement** where they keep all certificates as well as records of workshops, trips and other successes.

What for	Reward
Highest Merits	<ul style="list-style-type: none"> • Hall of Fame badge (80 merits) • Bronze badge (100 merits) • Silver badge (140 merits) • Gold badge (200 merits) • Half Termly Merits Shop
Showing “5 Be”s and 9 Habits	<ul style="list-style-type: none"> • Merits • Weekly certificates for the “ 5 Be”s for each year group in assembly • Weekly Head of House certificates • Weekly Breakfast with the Principal
Attendance <ul style="list-style-type: none"> - 0 days off - Best coaching group attendance (weekly) - Best coaching group attendance (half termly) - Best House attendance (Termly) 	<ul style="list-style-type: none"> • Bronze 100% Badge (Term 1) • Silver 100% Badge (Term 2) • Gold 100% Badge (Term 3) • Weekly assembly celebration (Chocolates Prize) • Termly best attendance coaching group breakfast, etc.
Coaching group with highest achievement points	<ul style="list-style-type: none"> • Pizza Party • Special trips • Extended lunchtime • Alternative Coaching Group activities
Best student work	<ul style="list-style-type: none"> • Special display board • Weekly post card (ALT and teachers) • Work shared in GROW lessons and assemblies • Subject certificates at end of term assemblies
Graduation from KS3	<ul style="list-style-type: none"> • Special graduation assembly event parent/carers invited • Special trip
Most Academic progress and Community work	<ul style="list-style-type: none"> • Termly Achievement Assembly

8. PUPIL SUPPORT

In line with our academy values we have a range of support to help our students grow and develop in our academy. We understand that some pupils will need additional support to reach the expected standard of behaviour as well as other extenuating circumstances that could require support.

When pupils do misbehave, we aim to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, we have different responses to behaviour including pastoral approaches.

Pupil support could be for one of the following:

- A planned intervention for behavioural or pastoral reasons
- A preventative measure to support pupils struggling to behaviour appropriately or at risk of exclusion
- A learning opportunity with professionals

This support aims to improve behaviour, identify successful ways of working in lessons and successfully reintegrate pupils back into their identified lesson(s).

Currently we offer the following interventions for Pupil support:

- Circle Time in PSHRSE
- Mentoring/Counselling with Kick London, Place 2 Be, West Silvertown foundation, Y11 mentors or West Ham Foundation.

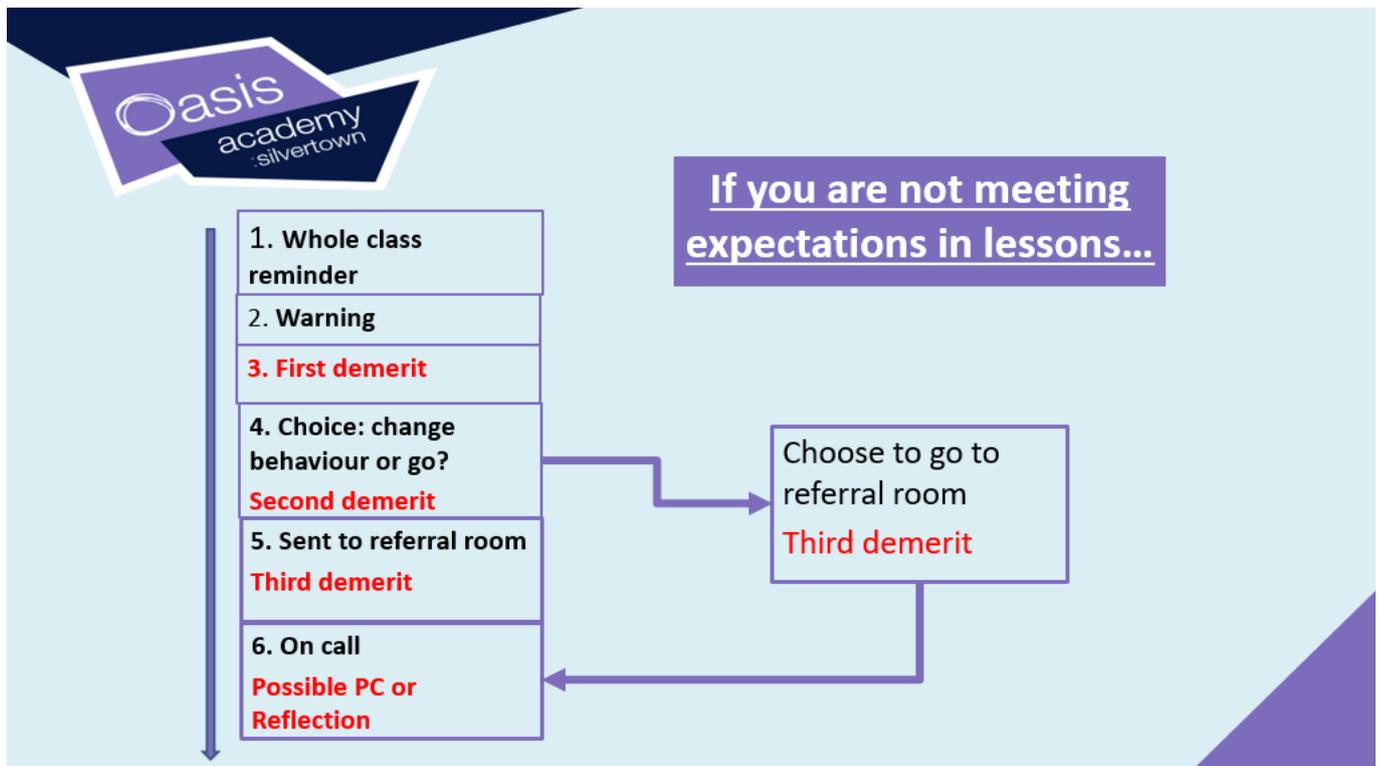
- Target setting using the 9 Habits and the 5 Be's.
- Zones of Regulation
- Pastoral check ins with a Dean
- Peer mentoring
- Speech and language therapy
- Dance therapy
- Safer Schools' Police Officer Support

9. RESPONDING TO MISBEHAVIOURS

Despite our high and clear expectations, strong relationships and excellent teaching, sometimes students behave in ways that are not conducive to learning or in line with our academy values.

When students are outside of lessons, all adults will notice, praise and correct students. Students may be asked to hand over their planner by any adult in the academy in order to give a consequence or reward and students must respond appropriately.

When students are in lessons, teachers will follow the 6 point plan outlined below. Demerits and detentions will be recorded in student planners. The academy has high expectations of all students and will also make reasonable adjustments for students who have SEND.



	Teachers Do say	Teachers Don't say
Whole class reminder	This is a whole class reminder that what I want to see is/the way to get this right is/the most successful students will...	You're getting it wrong Get out I don't want you in here
Warning	This is your first warning for.....	This is frustrating me
First demerit	This is your first demerit for...	You're wasting time
Second demerit	This is your second demerit for.... You now have a choice. You can choose to stay and change your behaviour. Or you can go to another room – which will mean that you have a detention and a call home. I would like you to stay but it is your choice. What would you like to do?	I don't like... I can't believe.... You're ruining ... You're so....(labelling a child with a negative term)
Third demerit	You have continued to.... So you do now need to leave. Please go to...	<i>Teachers will not get involved in discussions or arguments about behaviour during lessons. If a student wishes to discuss the incident later then they may do so during break, lunch time or after academy.</i>
On call	I am now calling on call because you...	

Between each stage of the 6 point plan, adults will encourage and support the student to improve their behaviour, noticing what they are doing well, praising hard work and improvements, reminding them that they believe that they can get it right and supporting them with any learning that they may be finding challenging.

Teachers may follow this short intervention:

I noticed you are.... *out of your seat, having trouble starting the Do Now...*

Remember that *at the start of each lesson we always begin our Do Now...*

You have chosen to.... *Not start the Do Now but play on your iPad...*

Do you remember last week when you... *wrote that really amazing paragraph...*

That is who I need to see today!

Thank you, I will be back in 2mins and I need to see that.... *You have the date, title and first 2 questions complete*

If a student does need to be removed from a classroom, they will work in another year group's teaching room. They will complete their class work, study independently from their knowledge organiser or read. They will be out of their usual class for the minimal possible amount of time. The teacher who removed them from the lesson will ensure that they restore the relationship with the student as soon as possible so that the child can return to focusing on learning. The teacher who removed the student from the lesson will support the child to improve and to be re-integrated in to learning

10. ON CALL PROCEDURE

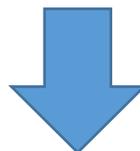
Step 6 reached or no referral room available or serious incident occurs- teacher calls ON CALL through BROMCOM



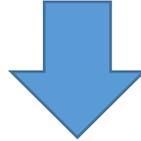
Reception contacts allocated member of staff on call who will attend and follow on call procedure.



The referring teacher to record behaviour incident in planner. If incident requires further investigation, member of staff to investigate and to record incident on BROMCOM



If the incident is serious enough to result in a period in the Reflection Room or external exclusion, the Senior Dean will consult the Principal in order to make a decision.



A restorative conversation will take place between the referring teacher and the student before the next lesson.

11. 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 "5 Be"'s and 9 Habits and expectations
- enable any underlying issues to be raised
- ensure that all staff and students in the academy community continue to promote strong relationships

Restoratives should take place every time when:

- A student has been sent out of a lesson
- A serious incident has occurred
- A relationship has broken down between a student and another student or another member of staff for any reason
- A member of staff or student requests one

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

1. What has happened?
2. What were you thinking or feeling 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 arrange a convenient time for the restorative to take place. This may be immediately after a lesson, during detention or at another convenient time. Restoratives should only take place once all people involved are calm and feel ready to engage effectively in the process.

Sometimes a restorative is not able to be completed, for example when a satisfactory conclusion could not be reached and/or when a student or staff member continue to feel that the issue has not been resolved. When this is the case the staff member can request support for a 'level 2' restorative. If this too is unsuccessful, then the subject leader or line manager will request support for a 'level 3' restorative. Restoratives at all levels follow the same process but allow staff and students additional support by involving another staff member who may be more experienced in running restorative conversations.

Level 1: Staff member directly involved



Level 2: Subject leader or line manager



Level 3: Dean, Senior Dean or ALT

Parents/Carers should be 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 academy 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 for longer than 15 minutes.

12. STUDENTS OUT OF LESSONS: EMERGENCIES AND MEDICAL NEEDS

We expect students to use the water fountain and the toilet before academy, at break and at 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 academy day the teacher should email 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. The Access and Inclusion department will provide a pass for any student with a medical issues requiring more frequent toilet use.

Any student who is menstruating will be allowed more frequent access to toilets should they need this. This will be decided on a case by case basis and should initially be discussed with our First Aid leader. The first Aid Leader will put a plan in place for each child and communicate this to all staff.

13. LUNCH AND BREAK TIME EXPECTATIONS

In order to ensure that students have safe and enjoyable break times, students will have designated, supervised spaces. All students will have time outside, in the Dining Hall and an opportunity to play sport each day. Throughout break and lunch times, students are able to access toilets, support from their dean and additional spaces which they may choose to attend (library, sports hall, music practice rooms and SEND support space) should students require it. Students are not permitted to access any other space without permission from a member of staff.

When lining up for lunch, students must remain in single file and queue quietly. When eating, all students sit in their seats and keep their tables as clean as possible. Students clear their tables before leaving the dining hall, ensuring that all litter is placed in the bins provided.

14. UNIFORM AND EQUIPMENT

We are proud of our academy and our uniform and expect all of our students to wear full uniform at all times. 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 lending students an appropriate uniform item to change in to.

All staff are remind students of uniform expectations throughout the day.

For more information about the specific academy uniform expectations, please visit the academy website here:
<https://www.oasisacademysilvertown.org/academy-life/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
- Ipad
- Water bottle

If a student does not have the above items in the list they will receive a detention.

Students are required to carry the Oasis Academy Silvertown academy bag. Handbags or non-academy bags are not acceptable. Students may wear a wrist watch, a small round pair of plain gold or silver ear studs in the ear lobes only. No other jewellery is permitted. (Refer to Home Academy agreement)

15. PERSONAL DEVICES

Parents/Carers and students are informed that **mobile phones, air pods and smart watches 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 at the start of the day by the Heads of House and returned at the end of the day. The devices will be stored safely during the day. If a mobile phone, smart watch or air pod is seen or heard, a member of staff will confiscate the item and inform parents. Confiscated items will not be able to be collected by the child; a parent/carer will need to collect it from the academy. If there continues to be persistent use of the mobile phone, the Dean Of Students and ALT will discuss further consequences with parents.

If such items are brought to the academy, students do this at their own risk. **Please note the academy does not accept any responsibility for the loss of any valuable items brought onto academy premises.**

16. BANNED ITEMS

The following items are banned on the academy premises. This list may be subject to change:

Vapes (including Elfbars), Cigarettes, e-cigarettes, any drugs or alcohol, bladed articles, lighters, lasers, combs and hairbrushes, compasses, tablets, medication that hasn't been given to a member of First Aid staff, sweets, cakes, biscuits, crisps, any drinks other than plain water, substantial amounts of money, balaclavas, hoodies, smartwhip, selling items in academy, make up and any illegal items.

17. BEHAVIOUR OUTSIDE OF THE ACADEMY

All students should behave in a way that reflects the academy's values when on trips, visits and their journey to and from the academy. We work closely with local authorities to promote good behaviour on public transport to and from academy.

Behaviour incidents that occur outside the academy day and off the academy premises may still be investigated in academy if the academy believes the incident will affect the academy's culture or reputation.

This includes but isn't limited to inappropriate online behaviour, poor conduct on Public transport, academy trips and visits, work experience placements, sports fixtures, travelling to and from academy and when students are in the local community.

These consequences will be in line with the academy's behaviour policy and may involve the local authority depending on the severity of the incident. If the behaviour breach occurred on a trip or visit, the academy may decide to ban the student from attending future trips/visits.

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.

18. CHILD ON CHILD ABUSE

The disclosure of a child on child abuse incident, which may include the below, will be treated extremely seriously.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment;
- sharing of nudes and semi nudes images and/or videos;
- causing someone to engage in sexual activity without consent;
- upskirting; and initiation/hazing type violence and rituals

The Academy will obtain statements from the victim(s) and alleged perpetrator(s) and any witnesses. Students may be isolated from their peers while the investigation is ongoing. Parents will be contacted and will be fully informed of investigations taking place. Where the Academy needs to source advice from and/or involve the police parents will be informed. If the police request to speak with students, parents will be informed and permission requested. If students meet with police, a family member or suitable member of Academy staff will be present during the meeting.

19. TRANSITION AND NEW STUDENT INDUCTION

Year 6-7 Transition

When students are allocated a place at the academy, they begin a full transition programme, covering all aspects of academy life in order to prepare them for starting with us. The programme includes:

- A friendship afternoon to meet other students and families due to attend the academy
- A one to one meeting with a leader at the academy in order to begin building a strong relationship between the academy and the family as well as outlining the Home Academy Agreement including behaviour expectations, support, rewards and consequences.
- A transition day where students attend the academy, meet key staff members and attend typical lessons
- Summer home learning tasks
- Attending the academy before other year groups in September in order to allow additional time for all students to adjust to life at secondary

Mid-Year admissions

If a student is joining our academy at any time other than the start of year 7, they will have a slightly different induction to ensure they are as prepared as possible to start with us.

Parent(s) will be invited with the student to meet with a member of the Leadership team to go through the academy's Home Academy Agreement which includes an outline of behavioural expectations, support, rewards and consequences. Once all the necessary paperwork has been completed a start date will be communicated to the parent and student.

On the student's first day at the academy, they will meet with their Dean of Students, receive all equipment required and complete induction activities before beginning to attend lessons. Induction activities include explanation of teaching and learning as well as behaviour expectations, where to seek support and an introduction to the culture at the academy. Students will be paired with a student 'buddy' who will support them to get to know other peers and to find their way around the academy.

Reintegration following behavioural concern

Students removed from lessons will have a restorative conversation with the staff member that removed them. This is to identify what went wrong in the last lesson, how it could be changed and what both parties will do to ensure it doesn't occur again. Repetitive incidents will result in escalation to another type of pupil support. With the aim to return next lesson.

Students that are in the Reflection Room will complete reflection booklets to help them identify where things went wrong. A Dean will go through the Reflection Booklet and outline any further actions that need to be completed before the student can return to circulation. This may include an apology, completing further reflective tasks, counselling/mentoring or restorative conversations. With the aim to return to circulation as soon as possible once all outstanding tasks have been completed.

Students that are excluded will have a reintegration meeting when they return. This is with a Senior Leader and will outline the changes and things that need to be different for the student to be successful in our academy. This will all be agreed with the parent and student during the meeting. The student will check in with their relevant Dean for minimum 2 weeks to track progress and for wellbeing support. There will be a follow up meeting after the two weeks to evaluate how reintegration has been going. With the aim to return to circulation as soon as possible once all outstanding tasks have been completed.

20. INVESTIGATION AND RECORDING INCIDENTS

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than the academy. Reports should be written based on facts of what happened, who was involved and the outcomes decided. Parents/Carers, the Regional Director, outside agencies or appeals panels, may read documentation.

When investigating serious incidents:

- Student and staff statements should be written
- In particular where there is a question over what happened, students are isolated from others involved to write their views.
- The academy will consider all statements and other information in order to come to a conclusion based on the balance of probabilities what is most likely to have happened
- Details of the incident should be recorded on BROMCOM detailing the facts and any actions taken to resolve the incident.
- Parents of all students involved should be informed as soon as possible – this may be before consequences have been agreed.
- Parents and students should be informed as soon as consequences have been agreed

21. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Please refer to the Oasis Academy Behaviour Ladder, for typical consequences for unacceptable behaviour

22. DETENTIONS

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

23. REFLECTION ROOM

The Reflection room is run predominantly by the Deans team, with additional support from other academy staff. It operates from 9:00 – 16:00 each day in order to support and correct the behaviour of those students referred to it. It is for more serious offences such as persistent disruptive behaviour, defiance towards staff, or physical aggression. Students start the day in the reflection room meeting with a Dean of students to discuss and reflect on their behaviour. They complete the reflection pack which supports them to consider what happened, which of the 9 Habits they need to work on and how things could be different moving forwards. Following this period of reflection, students join their lessons live through Teams, or complete independent work. Students have two physical breaks in the day, at times that are different to the remainder of the students in mainstream lessons. At break and lunch times, students have a screen break and are encouraged to join a structured conversation led by staff, complete mindfulness colouring or puzzles or to read a book. Student work and behaviour completed is logged in the reflection log throughout the day.

At the end of the day, students return to their reflection pack and discussion with a Dean of students in order to share what they have learned throughout the day and to make decisions about how things will be different moving forwards. If appropriate, restorative conversations will take place before the end of the day.

From 3:15-16:00 students in reflection will complete 'Pay it Forward' which is an alternative consequence to detention. Students will complete a job for a staff member during this time. This is a great opportunity for the student to finish their day in the Reflection Room positively by helping a staff member.

Parents will be informed of the behaviour that has resulted in the consequence of Reflection and, will be invited in for a reintegration meeting. Wherever possible, parents will be informed on the same day or the day before their child is placed in to the reflection room.

24. MONITORING, SUPPORT AND INTERVENTION

When a student requires closer monitoring and/or support in order to improve their behaviour, they may be placed on report. The report may be issued by a Teacher, Head Of House, Dean Of Students and ALT. All students from a period of exclusion must be placed on a monitoring report for an agreed period of time. ALT or DEAN OF STUDENTS will track all students who are on a Behaviour Report.

Reports may also be agreed following a serious behaviour incident.

Why do we have reports?

- To hold students to account
- Support students to access their learning
- A behaviour management strategy
- Regular feedback/mentoring from the staff member they're on report to

Report Process:

1. Referral by staff member
2. Pastoral team to delegate and decide report type: Head of House report or Subject Report
3. Parent call/meeting to explain report and decide targets.
4. Students to be reviewed daily in Behaviour updates
5. Students on report to be listed on Briefing slides each week
6. Monitored by staff member leading report
7. Parent to be updated weekly by staff member leading the report
8. Report to be filed in the main office and placed in correcting filing tray.
9. In a case where a student has come off of report and needs to be put on. They will continue from the same stage they previously completed.

Report Ladder:

Level 1: Subject Report or Head of House report

Level 2: Dean of Students report

Level 3 Senior Dean of Students/ALT report

Level 4: Pastoral Support Plan

Student expectations whilst on report:

- Hand report to teacher at beginning of lesson
- Communicate to teacher if finding the lesson difficult.
- Student must attempt to reach targets on their report.
- Student on report to put hand up to request On Call if they need to regulate.
- Discuss report with teacher when they receive it at end of the lesson.

How staff can support students on report:

- Receive report at the start of the lesson
- Engage with student if they request support
- Tick targets only if student has met them
- Always add a positive comment
- Where necessary include a comment on things to improve
- Call on Call if student needs support to regulate after you have already attempted to support them within the room – do not allow them to stand in the corridor unsupervised
- If targets have not been met, speak with student after lesson to explain why/how they didn't meet their target and how they can improve
- If targets have been met, narrate positives with student and identify what they did well to highlight success
- Report to be handed to students before they leave lesson
- Feedback to the staff member they are on report to about any positives/concerns.

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

25. 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 sent on the same day via MCAS. 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 Student 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 a Disciplinary Panel supported by the Regional Governance Team. 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 absence. For more information, please see the OCL Exclusion policy here:

https://oasiscommunitylearning.finalsite.com/uploaded/National_Policies/Exclusions_Policy.pdf

26. 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, any member of staff can complete an Inclusion Referral Form or a report referral. The Dean of Students, DSL or SENCo 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 and parents will be kept informed of progress and agreed strategies.

27. ALTERNATIVE PROVISION

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

- **Reflection Room:** short term personalised placement on the academy site.
- **Pastoral Support Plan:** daily monitoring by ALT with input from the Local Authority Behaviour Support Services.
- **Directed placement:** education at another academy or academy for a short or medium term placement
- **Alternative Provision (offsite):** medium or long term provision offering support for KS3 and KS4 students.

28. 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.

29. 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 aka 'positive handling' 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 requires appropriate training.

30. STAFF TRAINING, INDUCTION AND SUPPORT

Staff receive termly formal training in the behaviour policy as well as weekly reminders of key priorities and opportunities to rehearse routines, conversations and de-escalation strategies. Staff are encouraged to access support with behaviour from their line managers as well as specialised advice from the Deans.

Staff who run the reflection room, detentions and on call system have regular training in order to ensure that there is a consistency of approach across all staff.

New staff additionally receive induction training focused on the academy's approach to behaviour, specific needs of individual students, modelling of conversations and rituals and routines before they begin work at the academy.

31. 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 members of staff.

32. MONITORING AND REVIEW OF THIS POLICY

This policy is subject to regular monitoring and review through scrutiny of data and discussion at weekly Academy Leadership Team Meetings, as well as through Regional Governance, including line management of the Principal by the Regional Director, and termly visits from the OCL Monitoring and Standards Team. This policy will be formally reviewed and updated annually.

References:

[Behaviour in Academics - Advice for headteachers and academy staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Behaviour_in_Academys_-_Advice_for_headteachers_and_academy_staff.pdf)

Creating a Culture. How academy leaders can optimise behaviour: [Department for Education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Creating_a_Culture.pdf)

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Keeping_children_safe_in_education_2022.pdf)

Searching, screening and confiscation at School: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Use of Reasonable Force in Schools: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

When the adults change, everything changes. Paul Dix (2017)