



Oasis Academy Silvertown

Behaviour Policy

Coordinator	Principal
Review Frequency	Annually
Last reviewed	May 2025
Agreed by ALT on	May 2025
Agreed by OCL Governance on	May 2025
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	Safeguarding Policy E Safety Policy Anti-Bullying Policy SEND Policy Student Equality and Inclusion Policy OCL Exclusions Policy Uniform Policy



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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:

- Arriving at the academy by 8.28am and to the sports hall for line up 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 professional posture (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
- Never calling out, answering back or talking over others
- Ensuring that 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
- Not touching anyone else, except for a professional hand shake when this is appropriate. (This includes no play fighting, 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
- 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"
- Volunteering to help other students or staff
- 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

Punctuality

Students are expected to arrive at school on time, with the gates closing at 8:28 AM. Late arrivals must enter through the main reception, where they will be registered and issued a correction to be served after school. While we understand that transport issues may occasionally occur, lateness is not excused, and corrections will still be issued.

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.

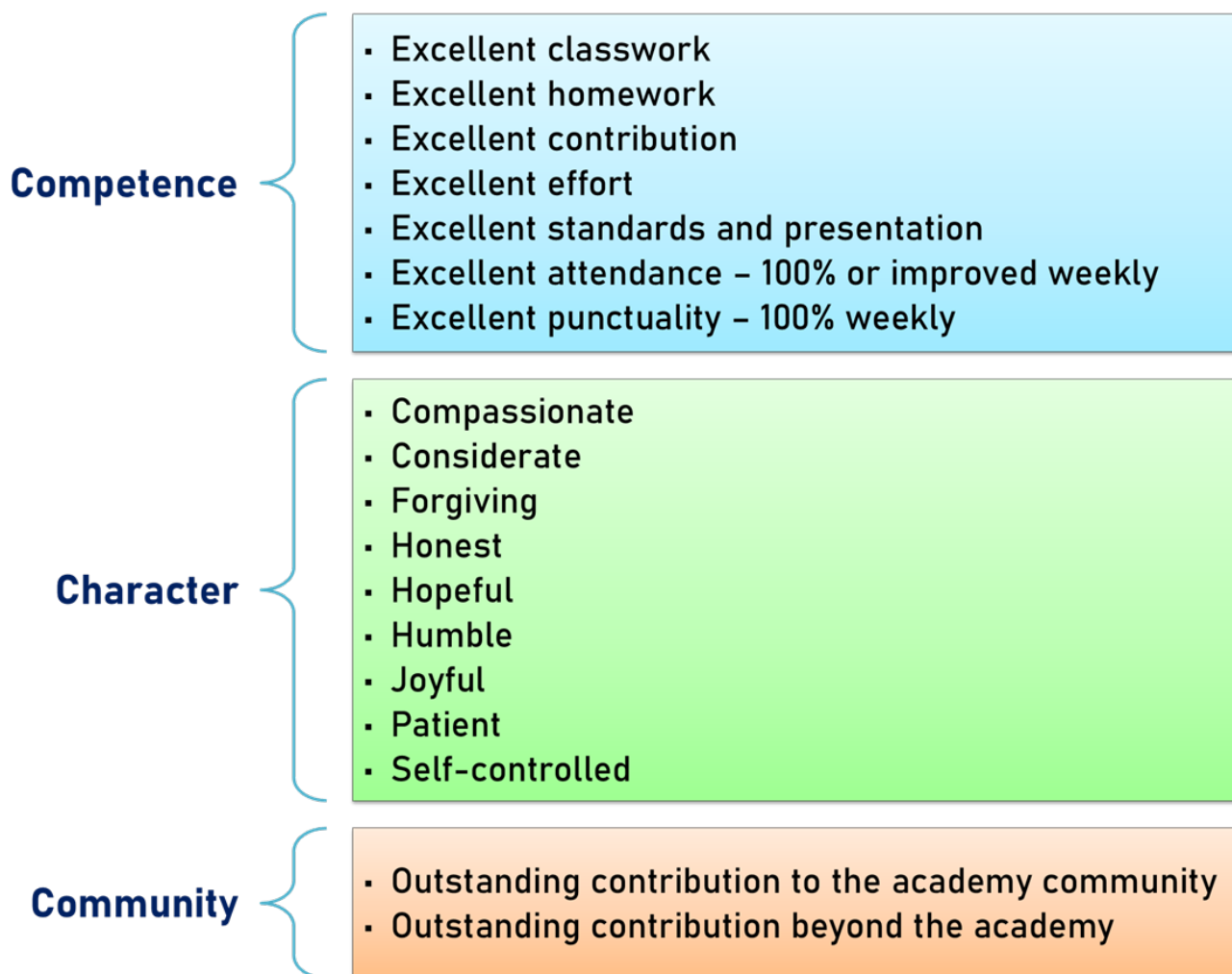
6. PROMOTING POSITIVE BEHAVIOUR AND REWARDS

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.

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.

What for	Reward
Merits	<ul style="list-style-type: none"> • Badges • MCAS notifications home to parents • Termly Merit Shop • Breakfast with the Principal
Showing "5 Be"s and 9 Habits	<ul style="list-style-type: none"> • Merits • Weekly certificates for the " 5 Be"s in assembly • 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 Coaching group attendance (Termly) 	<ul style="list-style-type: none"> • Badges • Certificates • 100% attendance Merits
Best student work	<ul style="list-style-type: none"> • Special display board • Work shared in GROW lessons and assemblies • Subject certificates at end of term assemblies
Most Academic progress and Community work	<ul style="list-style-type: none"> • Termly Achievement Assembly

Students may receive merits when displaying the below behaviour:



Morning and afternoon Line up

At Oasis Silvertown, one of our key strategies for promoting positive behaviour and motivating pupils to be the best version of themselves is through the messages shared during morning and afternoon lineups.

Every morning, students start their day in the sports hall, lining up in their coaching groups to receive a message delivered by various senior leaders. These messages introduce the weekly theme, which is further explored through PHSE lessons and assemblies. They also focus on the '9 Habits', discussing how students can embody these habits, the benefits of doing so, and specific actions they can take to demonstrate the habit throughout the day and week.

The afternoon lineup builds on the morning message, reinforcing its themes while also serving as a transition from lunchtime to afternoon lessons. This process helps foster greater focus on learning during lesson times..

Expectations for Morning Lineup:

- Students must arrive at the sports hall before the school gates close at 8:28 a.m.
- Upon entering, they are expected to find their designated coaching group line, stand in their year group section, face the front, and remain silent while engaging with the morning message.
- After dismissal, students must remain in their lines, walking directly to their coaching rooms with their learning coach. They are not permitted to deviate to water fountains or bathrooms during this time.

Expectations for Afternoon Lineup:

- Students are required to sit at their designated year group tables, face the front, remain silent, and engage with the afternoon message.
- They will be dismissed by their class teacher and are expected to walk in single file with their class, going directly to their classroom.
- Students are not allowed to stop at water fountains or bathrooms during this time and must enter their classroom promptly to

begin the 'Do Now' activity.

7. 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 behave 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 PHSE
- 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
- Safer Schools' Police Officer Support
- Progression through Graduated response process

8. RESPONDING TO MISBEHAVIOURS

At Oasis Academy Silvertown, we understand that mistakes occasionally happen. We are committed to working with and supporting our students to make better decisions. When they do make mistakes, we help them identify and reflect on their efforts to promote long term improvement and positive behaviour change. The following table outlines all behaviours for which a young person may be challenged and held accountable within our academy

	Standards <i>(secondary only – all staff)</i>	Relational behaviour management <i>(all staff)</i>	Pastoral response <i>(leaders only)</i>	Community harms <i>(leaders only)</i>
Types of behaviour	1. Incorrect uniform (or PE kit) 2. Chewing gum 3. Late to lesson 4. Late to school 5. Missing equipment 6. Incomplete homework 7. Swearing 8. Use of mobile phone <i>Consequence includes immediate confiscation</i>	In class: 1. Disruptive behaviour 2. Refusal to follow instructions 3. Incomplete classwork 4. Unkind behaviour Out of class: 5. Corridor disruption 6. Dinner hall disruption 7. Playground disruption Neutral events: 8. Toilet pass 9. Medical pass More serious concern: 10. Pastoral response	1. Truancy from lesson 2. Truancy from site 3. Vandalism 4. Physical assault against pupils 5. Physical assault against staff 6. Verbal abuse or threatening behaviour against pupils 7. Verbal abuse or threatening behaviour against staff 8. In possession or use of a banned item	1. General bullying 2. Racist bullying 3. Homophobic / biphobic / transphobic bullying 4. Disability-based bullying 5. Harmful sexual behaviour 6. Other discriminatory bullying <i>All have category 1, 2 or 3 options.</i>

In the classroom

In the classroom we use least to most intrusive strategies in the classroom to provide ample opportunities for pupils to learn from their errors and correct their behaviours, before moving towards issuing consequences. This ensures that we are able to maintain high expectations and consistency in classrooms without an overly punitive response. Our red lines non-negotiables in the classroom are Disruptive behaviour, Refusal to follow instructions, Incomplete classwork and Unkind behaviour.

Level of response	Description	Strategy
Positive framing	Whole class reminder provided by teacher, promoting the behaviour we want to see in the classroom.	Positive prompt
1 st Warning	Reminder – inform pupils of the desired behaviour and redirect them to engage with their learning	1. Inform student of their position in the behaviour system 2. Clarify how their behaviour was inappropriate 3. Redirect student to the desired behaviour
2 nd Warning	Action – a small-scale consequence to motivate students to improve their behaviour. This should be recorded at the end of the lesson if the student does not reach the third warning	
3 rd Warning	Action – relocate student to sustain the integrity of the classroom environment	

When a student falls short of classroom expectations by displaying non-negotiable behaviour, the teacher will challenge the student. Staff will follow the system outlined below, progressing clearly through the warning stages to potential removal from the lesson.

- 1st Warning: Caution the student about their behaviour and remind them of the expectations. Record the student's name.
- 2nd Warning: Issue a correction for repeated non-compliance.
- 3rd Warning: Record the call-out, and the student will be removed from the lesson by a member of the pastoral leadership team

This process is illustrated in the image below

CLASSROOM WARNING SYSTEM



Immediate Third Warnings

In cases of extreme behaviour, such as aggression, dangerous or violent conduct, homophobic or verbal abuse toward staff or peers, a student may be issued an immediate third warning. This will result in their immediate removal from the classroom without prior first or second warnings.

Third Warning After 14:30 PM

Third warnings can be issued at any point during the school day, from coaching group to period five. However, if a third warning is issued after 14:30 PM, it may not be possible to place the student in the Reflection Room immediately. In such cases, the student will be placed in Reflection and serve their 60-minute correction the following school day.

Restorative Conversation

If a student does need to be removed from a classroom, 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.

Outside of Lessons

When students are outside of lessons, all adults will notice and correct student behaviour. Students will be given a consequence (20 minute correction) should they not meet any of the behaviour expectations outlined above, including:

Corridor Disruption

Corridor disruption refers to any behavior that violates the expectation of walking quickly on the left-hand side in single file. Examples of corridor disruption include not walking on the left, shouting, stopping to talk, play-fighting, running, or engaging in antisocial behavior. These actions disrupt the orderly and safe movement of students in the corridors.

Line-Up and Assembly Disruption

Line-up disruption includes any behavior that involves speaking or communicating after the whistle has been blown and pupil silence and focus have been called. Assembly disruption includes speaking, making noise, or communicating in any way during assembly. Upon entering the assembly hall, students are expected to maintain complete silence and focus immediately.

Playground Disruption

Playground disruption refers to any behavior deemed dangerous, antisocial, or involving foul play in the playground. This includes:

- Throwing objects inappropriately, such as stones or sticks, could cause harm.
- Misuse of playground equipment in a way that poses a risk to safety.
- Excessive shouting or use of inappropriate language.
- Engaging in activities that create a hostile or unsafe environment for others.

Conduct in relation to Educational Visits, Trips and Events

The academy reserves the right to withdraw or remove students from educational visits, school events, or trips where their prior behaviour gives reasonable cause for concern that they may not meet our expectations. This includes, but is not limited to:

- Curriculum-related trips and visits
- Sporting fixtures
- Prom
- Musical performances (e.g. Summer and Winter Showcases)

These events often take place off-site or outside regular school hours and operate with limited pastoral support (e.g. reduced staffing or no access to the Reflection Room). Therefore, a student's attendance must be based on a clear record of meeting behavioural expectations to ensure the safety and enjoyment of all involved

Our behaviour policy continues to apply during all trips and visits. This includes:

- No mobile phones: If seen or heard, phones will be confiscated in line with school policy.
- Use of the warning system: Students who breach expectations will be issued warnings as they would on-site.
- Pre-departure briefing: All students receive a clear briefing on expectations before the trip begins.
- Sanctions: Any consequences will be served on the day of the trip or the next school day, depending on the nature and timing of the incident.

9. 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

The member of staff concerned will arrange a convenient time for the restorative to take place. This may be immediately after a lesson, during correction 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.

10. STUDENTS OUT OF LESSONS: EMERGENCIES, OUT OF CIRCULATION 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 conditions/toilet passes who will be permitted to use the toilet when needed. If a student is unwell during the academy day the teacher will request First Aid support. Students will not be sent out of lessons for trivial reasons and staff will always encourage the student if possible, to wait until the end of the lesson. 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 first aid team 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.

Out of Circulation

If a student engages in serious misconduct, such as verbal abuse toward staff, physical assault on staff or peers, homophobic or racial abuse, they may meet the threshold for "extenuating circumstances." In such cases, the student will be placed in the Reflection Room to prevent further escalation and allow for a full investigation.

While in the Reflection Room, the student will complete work aligned with the reflection curriculum. They will be dismissed at the end of the school day without serving a detention, as no final outcome or decision will have been made at this point.

Truancy

Truancy is defined as arriving to a lesson or being in the corridors more than 10 minutes after the lesson has started. For example, a student arriving 11 minutes late will be issued a truancy infringement. If found in the corridors during lesson time, they will be returned to their lesson and issued a 60 minute correction.

Toilet Cubicles

Toilet cubicles are designed for single occupancy only. If multiple students are found in a cubicle, it will be treated as a serious breach of the behaviour policy and a safeguarding concern. All students involved will be placed in the Reflection Room.

11. 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, 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.

12. 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.

All staff remind students of uniform expectations throughout the day.

Daily uniform spot checks are conducted by the Pastoral Team and Learning Coaches.

- If a student is found to be in breach of uniform expectations (e.g. false eyelashes, acrylic nails, trainers, missing blazer, or other unauthorised items), a uniform correction will be issued.
- If the issue becomes persistent or unresolved, we will contact parents/carers in writing, setting a deadline by which the matter must be resolved.
- If the uniform breach is not corrected by the given deadline, the student will be placed in Reflection until 4:05 PM each day until the issue is resolved.

For more information about the specific academy uniform expectations, please visit the academy website here:

https://www.oasisacademysilvertown.org/uploaded/Silvertown/Academy_Life/Oasis_Academy_Silvertown_Uniform.pdf

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
- Planner
- Reading book
- Ipad
- Water bottle

If a student does not have the aforementioned items in the list they will receive a correction.

Students are required to carry the Oasis Academy Silvertown academy bag. Handbags or non-academy bags are unacceptable. 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)

13. PERSONAL DEVICES

Parents/Carers and students are informed that if **mobile phones, air pods, personal iPads or laptops or smart watches are seen in the academy, staff will follow the 'see it, hear it, take it' approach**. This means that if any of these items are seen or heard, they will be taken by a staff member and parents will be informed. Confiscated items will not be able to be collected by the child; a parent/carers 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.**

14. 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. Please note that possession of some of these items may result in a permanent exclusion

15. 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.

16. 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 written accounts from the victim(s) and alleged perpetrator(s) and any witnesses. Students may be placed out of circulation (within the reflection room) away 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.

17. INVESTIGATION AND RECORDING INCIDENTS

When an incident is reported that violates the behaviour policy, an investigation will be conducted. Parents/Carers, the Regional Director, outside agencies or appeals panels, may read documentation.

When investigating serious incidents:

- Student and staff accounts should be written
- Students are separated from others involved to write their views and may remain in the reflection room until the matter is resolved.
- Leaders will review CCTV footage (If the incident occurred in a monitored area)
- The academy will consider all accounts 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

18. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Correction (Detention)

All teaching staff have the authority to set a correction for behaviour falling short of academy expectations. Corrections take place on the same day if logged before 14:30.

Correction: Communication to parents

Oasis Academy Silvertown is committed to keeping parents informed about their child's behaviour. 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.

Our primary method of communication is text messaging. If a student receives a correction, parents will be notified via text by 2:30 PM. Corrections issued before 2:30 PM will be served on the same day. The text message will direct parents to our app, My Child at School (MCAS), where detailed information about the infringement, the issuing staff member, and the duration of the correction can be found

Missed Correction

Corrections are an essential aspect of maintaining high standards, which in turn lead to the most progress and attainment. We recognise that our students have active lives outside of school, and we aim to support their pursuits. However, the only acceptable reason for missing a correction is a medical appointment, which must be communicated to the school with a note in the planner or an email to reception, along with proof such as an appointment letter or text message.

Please see the consequences for missed corrections in the table below:

Missed Corrections	
Description	Consequence
Missing 1 correction (20 mins)	40 minutes being set for the following day
Missing 2 corrections (40 mins)	60 minutes being set for the following day
Missing 3 corrections (60 mins)	A day in the Reflection Room
Please Note: Students can serve a maximum of 3 corrections per day. Late arrivals will result in added time.	

Reflection Room

The purpose of the Reflection room is to provide a supportive environment for students to reflect on their behaviour, understand the reasons behind their actions, and develop strategies for positive change. Our goal is to facilitate personal growth and ensure that students are equipped with the skills needed to meet the behavioural expectations of academy. The Reflection room is run by the Deans of students, Heads of Year and the Academy Leadership Team. It operates from 9:15 – 15:05 each day in order to support and correct the behaviour of those students referred to it. Students will attend the Reflection room if they receive a third warning during lesson and are subsequently removed from lesson by a member of the pastoral team. Additionally, pupils will serve their Internal Suspensions in the Reflection room

Students 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 will follow the Reflection curriculum and complete independent work.

Student behaviour will be monitored throughout the day and recorded on the Reflection Room document. If a student repeatedly fails to meet the expectations outlined for the Reflection Room (detailed below), they may face an additional consequence for failing reflection. This could include being placed into the Reflection Room again the following day.

Reflection Expectations

1. **Respectful Behaviour:** Students must remain quiet, face the front, and keep both legs under the table at all times. When seeking assistance from staff, students are required to raise their hand and wait to be acknowledged by the leader.
2. **Compliance with Seating Plan:** Students are expected to sit in the chair assigned by the leader without argument.
3. **Completion of Assigned Work:** Students must engage with the Reflection curriculum and complete the provided

worksheets. A minimum of two completed worksheets is considered satisfactory.

4. Adherence to Instructions: All instructions given by leaders must be followed 1st time
5. Behavioural Assessment: Students will be graded on your behaviour and progress during each period, with grades ranging from Good to Poor. The majority grade will determine the overall assessment for the day. Consistently poor behaviour may result in extended placement.
6. Warning System: The Reflection Room employs the same three-warning system used in the classroom. If students receive three warnings, they may receive a half-day suspension and be required to return the following day for a reintegration meeting with and another all day placement

Reflection Curriculum / Timetable

Internal Exclusion (All Day)	
Lessons	Tasks
P1	Reflection Booklet followed by Silent Reading
P2	Maths
Break	Silent Reading
P3	English
P4	Science
Lunch	Sandwiches eaten in Reflection
P5	Spelling, Punctuation and Grammar
After School	60 Minute Correction (Assembly hall)

3rd Warning Relocation (Remainder of the day)	
Lessons	Tasks
P1	Reflection Sheet followed by Silent Reading
P2	Maths *If you arrive during this time, read the expectations and complete the reflection sheet before starting the topic
Break	Silent Reading
P3	English *If you arrive during this time, read the expectations and complete the reflection sheet before starting the topic
P4	Science *If you arrive during this time, read the expectations and complete the reflection sheet before starting the topic
Lunch	Sandwiches eaten in Reflection
P5	KS3 Spelling, Punctuation and Grammar KS4 English – Inspector Calls *If you arrive during this time, read the expectations and complete the reflection sheet before starting the topic
After School	60 Minute Correction (Assembly hall)

Offsite Direction and Suspensions (Fixed Term Exclusion)

Suspensions and exclusions are only used as a last resort. Depending on the severity of a behaviour breach, a student may face the following:

1. Internal Suspension: Placement in the Reflection Room for 1–5 days.
2. Offsite Direction: The student will complete their studies at another Oasis Academy or partner school.
3. Fixed-Term Suspension: The student will remain at home during the suspension period.

In all cases, work will be provided, and students are expected to complete it to a high standard. For an Offsite direction, students must travel to the designated school site. For fixed-term suspensions, students are required to remain at home and not be seen in public.

In accordance with Section 29A of the Education Act 2002, schools have the authority to direct a pupil to an off-site provision (e.g. a partner school, another Oasis Academy and Alternative provision school such Educational Links and Tunmarsh) with the aim of improving their behaviour. The act states, "The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil". It is important to note that parental consent is not required for this arrangement. Additionally, the school handles persistent absenteeism from an alternative provision school in the same manner, with parents being liable for fines in such cases.

If a suspension is to take place, the full details of the incident should be shared with the parent on the telephone and a suspension letter should, if at all possible be sent on the same day via MCAS. A copy should also be placed on the student file. 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

Reintegration following an ASBE or Suspension

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.

19. 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 Year, Dean Of Students and ALT. Students returning from suspension may 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 or in response to persistent misbehaviour.

Student expectations whilst on report:

- 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.

20. 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.

21. 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 the Principal or a member of staff authorised by the Principal 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.

22. 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.

23. 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.

24. 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 Year 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 Year</p>	<ul style="list-style-type: none"> • To set expectations, rituals and routines and monitor and ensure consistency of all Head of Year 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 foster and maintain good links with parents/carers • To monitor and communicate merit point totals • To work with the Senior Dean to monitor the allocation of and implementation of monitoring 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 Year awards and prizes for competitions. • To support the running of detentions, the reflection room, on call and assemblies
<p>All classroom teachers, supply teachers and LSPs.</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 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

<p>Subject leaders</p>	<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
<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, 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 • 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

<p>Senior Dean of Students</p>	<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
<p>Academy Leadership Team</p>	<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
<p>OCL Governance Team</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 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 'Satchelone' 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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25. 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.

26. 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 Academys - 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)



Our Shared Values

Our '5 Be's'	Attitude to Learning
<p>Be Proud</p>	<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.
<p>Be Professional</p>	<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.
<p>Be Nice</p>	<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
<p>Be Independent</p>	<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.
<p>Be Resilient</p>	<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.



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 resilience 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.

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.



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.



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.



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

