



Behaviour for Learning and Relationship Policy

Introduction:

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

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

We believe that leaders should be empowered to innovate in the best interests of their students and communities. In light of this, each Academy will have its own localised behaviour protocols ensuring effective student behaviour. OCL is keen to share best practice in this field and there are a range of vehicles for this including the National Lead Practitioners, National Curriculum Leads, Regional Directors, National Leads for Learning and Innovation, National Conferences, Monitoring and Standards Team, Regional Improvement Networks, the Best Practice Directory and direct Academy-to-Academy support.

The Oasis Education Charter



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

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
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We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives



We believe that good relationships are at the heart of everything we do

5 Oasis Ethos and the 9 Habits

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

Each Oasis Academy has its own identity, but shares the common purpose of transforming lives and communities committed to enabling children and students to become effective, enthusiastic, independent learners, committed to their life-long learning. Is dedicated to the pursuit of excellence across all aspects of its life and work.

Context

The community we serve has a very high proportion of children who have suffered or are suffering multiple ACEs (Adverse Childhood Experiences). This means our approach needs to be trauma sensitive, trauma aware, trauma informed and trauma responsiveⁱ. Our approach is based on a need for children to be able to regulate, relate, reason and repair to help them recover. We use neuroscience and recent research to ensure our policy is up to date and relevant.

In order to make sure our children and staff feel secure we have established procedures, routines and rituals that are the life blood of the Academy.

To this end our school is committed to educational practices, which Protect, Regulate and Reflect.

The four principals that underpin our Relationships Policy in line with trauma informed practice are Protect, Relate, Regulate and Reflect.

- As a school we are proactive in ensuring the ethos environment and relationships not only **protect** all children from harm but actively promote positive emotional, mental health and social development.
- As a school we will ensure that all children have access to emotionally available adults who are able to build strong supportive, trusting empathetic relationships, this can be provided informally and formally and we recognise the strength in building relationships with all members of the school community. Safe, secure, flexible and caring environments where positive relationships are seen as being fundamental **(Relate)**
- As a school we are committed to reducing stress and anxiety in children through providing consistent boundaries and expectations. All staff understand the importance of positive interactions and this underpins every communication within the school. A range of universal whole school approaches that enhance the wellbeing of all children and young people alongside targeted support that is proportionate and meets the needs of children and young people **(Regulate)**
- All staff understand the power in listening and are reflective and empathetic to all responses when addressing all those within the school community. Assessment and planning has a focus on what has happened to an individual rather than what is wrong with an individual **(Reflect)**



Appendix 1: How we promote excellent behaviour

Adult Behaviours that we have agreed:

- Meet and greet each child as they enter, how powerful is saying good morning
- Be a visible presence to parents
- Refer to 'Ready, Kind and Safe' when talking to children about behaviour
- Be fair and consistent
- Give first attention to the best conduct
- Model positive behaviours and actively build relationships
- Listen to pupils
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use the class recognition board consistently
- Use positive praise throughout the lesson
- Be calm and give 'take up time' when going through the stepped boundaries. Remember prevent before sanction and consistency not severity
- Follow up every time, ensure you discuss with pupils and listen to what they have to say
- Never ignore or walk past pupils who are behaving badly
- Curious, open and solution focussed conversations

Family Behaviours that we expect:

- Attend meetings
- Ensure children are in school on time every day
- Open and positive dialogue with staff
- Respectful conversations

Boundaries


Children need boundaries but we need to be gentle in your strength and strong in your gentleness

Staff make sure they limit the number of words used and therefore take out the emotion

Stop, this needs to end now, we don't do that here, it is not ok to do that, I can't let you do that, no thank you.

Stress Regulation Techniques for the classroom

- Take up time – give children space to do what you are asking – many children have slow processing when it comes to higher order thinking
- Non-threatening body language plenty of smiles, open arms and laughs
- Active listening
- Name it to tame it – teachers name the feeling the children are showing

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- The teacher look – where possible playful
 - Scan the room so children know you are noticing them • Use specific praise
 - Tell children you are proud of them, they are making your heart happy • Remind children gently of the rules – remember in our classroom we
 - Zones of regulation
 - Use of quiet voice tone to entice the children in

Consequences and Repair

When things have gone wrong the key principles we use are

- Keep stressors low 1:1 or 1:2 the emotionally available adult and the one offended/ hurt
- Keep shame possibilities low by considering who should be involved but limit numbers
- Remain warm, open and engaged be actively involved so it is a partnership

Red Behaviours and Crisis Management

The Academy has long held that behaviours which are violent or aggressive need to be handled very carefully in order to ensure we are not perpetuating the culture of Domestic Violence that is prevalent in the community we serve. For acts of violence the Academy has a red behaviour system with these behaviour invoking a clear consequence. (Much as speeding would incur a fine – no ifs and no buts) These consequences also contain the need to repair and reason.

When there is a crisis the Academy follows the crisis plan – Hold your boundaries, connect, micro nurture, maintain boundaries, safety, sensitive timing and recovery.

Key strategies

PACE

Playful – taking delight in the child	Sparkle, cheeky grin, wide open mouth, sit forward in surprise, big gestures, giggling, laughing
Accepting – the child can be experiencing a different reality to the one we do or think they should do	Arms open, feet on round, take a step back
Curious – showing a child you are genuinely interested in them	Open arms, lean in, a gaze that shows real listening
Empathy – showing you are alongside	Interested and alert, mirror emotion child may have experienced

WINE



Wonder	I wonder if you maybe feeling
Imagine	I imagine that was
Notice	I can see that I hear you
Empathy	That must have felt It must be awful to feel think that way ...

Oasis Ethos and 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all aspects of Academy life. Our vision of Be Brave, Be Brilliant, Believe, Be your best reflect this.

Be Brave: this means be brave enough to be yourself, take on new challenges and question the status quo

Be Brilliant: this means

Believe: believe in yourself and believe in others

Be your best: to support people to be the best versions of themselves

Character development is taught through the Oasis 9 Habits – these are shared with children and through assemblies, lessons and taught throughout the curriculum.

