



**September 2018**

## **OCL Behaviour for Learning Policy**

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**Version: 1.6**



## Document Control

### Changes History

Version	Date	Amended by	Recipients	Purpose
1.6		Chris Chamberlain	All OCL Principals	Updated policy

### Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Murphy	CEO, OCL	Sept 2018	1.6

### National/Local Policy

- This policy must be localised (see instructions on page 7)
- This policy must not be changed, it is a National Policy.

### Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?

- Yes
- No

If yes, the policy status is:

- Consulted and Approved
- Consulted and Not Approved
- Awaiting Consultation

### Distribution

This document has been distributed to:

Name	Position	Date	Version
All Executive, Lead Principals and the OCL National Education and Core Strategy Team/s.	OCL Senior Leaders	September 2018	1.6

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## **Introduction**

OCL is committed to developing the character and competence of every pupil, in line with our Oasis 9 Habits. We believe all pupils should receive an exceptional education. This policy aims to ensure the consistent application of academy behaviour protocols and practice, so that our pupils learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21<sup>st</sup> Century
- Develop their ethical approaches and values in their lives
- 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

## **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 managing pupil behaviour.

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

## **Culture and Clarity**

When student behaviour is effective the impact is clear:

- students achieve more academically and socially
- time is maximised for better and more learning
- staff satisfaction improves, retention is higher and creates a positive life and atmosphere in each of our Academies.

The key task for Principals is to create a culture - usefully defined as 'the way we do things around here' - that is understood and subscribed to by the whole academy community.

Commonly found features of the most successful behaviour strategies in academies include:

- committed, highly visible caring school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff and parental commitment and engagement to the school vision and strategies
- high levels of support and trust between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies

high expectations of all students and staff, and a belief that all students matter equally

### **There are three key levers to securing great student behaviour in our academies:**

#### **School culture**

Cultures require deliberate creation. A key role of leadership is to design a detailed vision of what the culture should look like for that school, focussing on social and academic conduct. Expectations must be as high as possible, for all

#### **Detail and clarity**

Staff and students need to know how to achieve the culture, and what it looks like in practice from behaviour on buses, to corridor and canteen conduct. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture. Students and staff need routines to follow, for example, which corridor side to walk down, how to queue for lunch

#### **Maintaining the culture**

School systems require evaluation and maintenance. This includes staff training, effective use of consequences, data analysis and monitoring, staff and student surveys and maintaining standards

#### **Our Trust Learning Policy**

Our Trust Learning Policy recognises that academy leaders must create an environment which manages student behaviour, promoting and developing positive learning habits and ensuring focus from all students. They must do this so that teachers are supported in a single-minded focus on teaching great lessons, free from the distractions of disruptive behaviour.

- Leaders create and manage a whole-academy behaviour policy that empowers teachers to deliver effective lessons and reflects the approaches outlined in the OCL Behaviour Policy
- Leaders should embody their academy behaviour protocol, the Oasis ethos and 9 Habits: in their own daily interactions they should model to students and staff exactly how behaviour should be managed
- Leaders work to create and maintain a culture in which excellent behaviour is the norm and both teachers and students understand their responsibility for explicitly promoting and developing positive learning behaviours. These behaviours include, but are not limited to, self-direction, resilience and self-control

The Trust Learning Policy states that Teachers should ensure that students learn to manage their own behaviour, promoting and developing positive learning habits and ensuring focus from all students, including those who are easily distracted

Teachers have a responsibility to explicitly promote and develop learning behaviours such as self-direction, resilience and self-control so that students can fulfil their true potential. At times students can be excitable, boisterous, and easily distracted. Teachers need to channel these behaviours, in part as a matter of safety, but principally to ensure that students and teachers are focused on the learning. This is best achieved by:

- Planning high quality routines and training students in these, including for independent learning
- Building a focused and productive classroom culture
- Maintaining focus throughout the lesson

- Ensuring students and their parents/carers understand and can see the relationship between their choices about learning behaviour and their learning outcomes

### **Curriculum**

The development of an appropriate curriculum is also be an important factor in promoting effective student behaviour. For example:

- A variety of strategies should be employed in promoting learning take place in a variety of forms so that students are continually stimulated
- The curriculum is relevant, vibrant and prepares students well for the next stage of their education
- Teachers should pitch lessons correctly, so that all students are sufficiently challenged
- Learning should build from prior learning, so that students make links with what they already know

### **Oasis Ethos and the 9 Habits**

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community. <https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>

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

Each Oasis Academy:

- has its own identity, but shares the common purpose of transforming learning, raising aspirations and broadening opportunities
- is 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

### **Promoting character development**

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of pupil behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.



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

### **Localised behaviour protocols**

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.** Localised protocols will follow the guidance outlined in this policy.

### **Best Practice**

OCL is keen to share Best Practice in Behaviour Management strategies. There are a range of vehicles for this including the Regional Improvement Networks, the Best Practice Directory and direct academy-to-academy support. OA South Bank has developed a useful online support tool for managing student behaviour: <http://www.powerfulactionsteps.education/>

In the Behaviour section of the online Powerful Action Steps there is suggested Best Practice focusing on the following areas:

- Lesson Opening
- Gaining and holding pupil attention
- Controlling the room
- Ensuring compliance with instructions
- Motivating and keeping students on task

In the Appendices there are also examples of Best Practice that leaders may find use to use of adapt. These include corridor behaviour management and behaviour expectations in a fire drill.

### **Effective behaviour management is vital to securing great behaviour for learning.**

More specifically, we recognise that the following attributes form part of a successful academy behaviour strategy:

#### **How we manage behaviour**

- Celebration of positive behaviour underpins all aspects of academy life
- Teachers and leaders regularly observe or 'scan' the behaviour of the class, to intervene positively, at the point of learning
- De-escalation and diffusion is used first, in the vast majority of cases
- Focusing on raising children's self-esteem to fulfil potential
- Effective partnerships with parents, carers and external agencies
- Reflect constantly on the effectiveness of one's own behaviour management practice and be open to advice from others

#### **Differentiation**

- A clear understanding that all children and young people have different starting points and that there is a difference between uniformity and consistency, so children and young people will need different strategies on their journey of improvement.
- Clear expectations explained for all pupils taking account of pupils' age, developmental stage, their SEND and/or EAL
- Adults work with each pupil as an individual; knowing their interests, aspirations, developmental and/or special need or disability

#### **How we plan our lessons**

- Ensuring that the work set for pupils matches their stage of development, learning need/s and interests
- Adjusting the pace of learning during lessons, based on pupil's ability and progress

- Providing a challenging, stimulating and relevant curriculum
- Providing a safe, supportive learning environments, physically and emotionally – this may include flexible layout of space and furnishings, grouping of pupils, seating plans, use of visual organisers, specific resources to support knowledge, understanding and skills development, personalised work stations, etc.

### **Expectations and role modelling**

- Good behaviour needs to be explicitly taught and well modelled by staff (see Trust Learning Policy)
- Consistent, calm and fair application of approach or strategy by all adults
- Being enthusiastic, clear and consistent about expectations to create a positive classroom atmosphere
- Adults provide consistent and effective role models underpinned by high quality interactions with pupils during lessons and at other times of the day

### **De-escalation & Diffusion** (CPD at Academy level will be required to implement this)

De-escalation techniques should be employed to reduce the impact of poor behaviour. More specifically:

- using non-verbal cues
- allowing adequate personal space
- using active listening techniques (e.g. LEAPS - listen, empathise, ask questions, paraphrase and summarise actions for moving forward)
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour

*See the Oasis 9 Habits De-escalation Tool in the Appendices*

### **Positive behaviour management**

It is important to focus on the positive: catch pupils being good, focus on those who are “doing the right thing”, using the phrase “thank you” as the final part of a request, providing choice, using tactical ignoring.

**Rewards for pupils** are highly effective in promoting good behaviour. It is important they are applied consistently with all students. Although rewards may be different in primary and secondary phases of education, they should always be in-line with agreed local and academy specific protocols to ensure consistency within each academy. These can include:

- Praising on task behaviour
- Commendations/merits
- Certificates

- Positive comments – often best done privately or even on workbooks to prevent embarrassment or the positive effects being played down
- Phoning/writing home – a lot of schools have text systems or reward postcards to make this simpler
- Reward trips
- Whole class rewards
- House points
- Praise from a senior member of staff

### **Roles and responsibilities**

#### **The Regional Director**

The Regional Director is responsible for monitoring the effectiveness of each academy's behaviour protocol and holding the Principal to account for its implementation

#### **The National Directors**

The Monitoring and Standards Team evaluate the impact of the academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director

#### **The Principal**

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently

#### **Staff**

Managing student behaviour is everyone's responsibility. Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of non-negotiables or ground rules regularly
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

#### **Parents**

Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and academy is vital for the promotion of an effective behaviour protocol. Parents should be consulted when an aspect of the academy's behaviour protocol is likely to change through a regular parent forum (both formal and informal opportunities as needed). Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

#### **Students**

Pupils should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We recognise that early referral to multi-agency support is vital in providing pupils with the support that they need.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils may have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Where pupils are transitioning to a different academies, for example from primary to secondary, colleagues must take full account of information about pupils' behaviour from feeder schools including individual plans, where these are in place.

### **Anti-Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic,
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the Oasis Zone through the Policy Portal.

### **Restorative practice or justice**

Leaders may want to implement a restorative justice approach in their academy. Restorative practices are solution focused. Restorative justice brings together the victims with those responsible for the harm, to find a positive way forward. Restorative justice gives victims the chance to tell offenders the real impact of their crime, get answers to their questions and get an apology. Restorative justice holds offenders to account for what they have done. It helps them understand the real impact, take responsibility, and make amends. Using these opportunities for personal development can be one of the most powerful means of self-improvement. Restorative Practice is not an easy solution, as it should be used alongside the academy's behaviour guidance and consequences.

<https://restorativejustice.org.uk/restorative-practice-schools>

OCL Academies currently using Restorative Justice include: OA Lister Park. OA Mayfield and OA Ryelands

### **Legislation and statutory requirements**

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

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

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

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

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

### **Discipline in our academies – teachers' powers**

#### **Key Points**

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

## **Consequences for poor behaviour: what the law allows**

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  1. The decision to give a pupil a consequence must be made by a paid member of school staff or a member of staff authorised by the Principal;
  2. The decision to reprimand the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
  3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy should consider whether a multi-agency assessment or care plan is necessary

**Use of consequences** - examples of potential consequences but each Academy will have its own steps for consequences based on the level of need

- A look from an adult
- Praising a child who is on task and therefore reinforcing good behaviours
- A reminder of the rule/expectation
- The adult moving closer to the student
- Removal from the class
- Year group leader / phase leader referral
- Meeting with parents
- Detention
- Time out to access learning (TOTAL)
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

## **Physical intervention**

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

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

- Causing disorder that disrupts learning

- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

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

### **Recording of physical intervention**

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

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

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

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

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

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

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

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

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

Academies will have their own localised procedures in the event of a student absconding and these will include:

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

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct must always be considered by leaders.

### **Confiscation**

Any prohibited items (which should be listed in the academy's behaviour protocol) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

### **Exclusions**

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

Following an exclusion an Academy should reflect on its level of inclusivity – “Can we do anything differently to avoid permanent exclusions?”.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of physical intervention or de-escalation techniques, as part of their induction process. Behaviour management CPD will also form part of continuing professional development. An electronic staff training log is held in each academy.

### **Monitoring arrangements**

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO.

### **Links with other policies**

This behaviour policy is linked to the following policies:

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

## **Appendices – an introduction**

The appendices are examples of practice from Academies across the Trust. As the policy is refined, it is likely that the Appendices will start to become a directory of Best Practice for Behaviour Management strategies.

## **Appendix A: Developing a localised behaviour protocol**

### **Developing an academy behaviour protocol:**

All staff, parents/carers and pupils must understand each academy's approach to managing behaviour.

In developing the behaviour protocol, the (Executive) Principal may want to include some or all of the following headings and practice:

1. Consistent application of behaviour strategies by all staff, routinely modelled by all leaders
2. Protocol and practice that takes account of pupil, parent/carer and staff feedback
3. Clear rewards and consequences
4. Effective routines for classroom organisation that are established and promote learning, ensuring progress and safety for all. Including the following:
  - routines for coming into the classroom i.e. coats off, equipment out, bags on floor
  - praise and positively reinforce students who are on time to lesson and ready for learning
  - procedures for dealing with late pupils
  - dealing with minor distractions (e.g. equipment) effectively
  - starting lessons promptly
  - materials labelled and students able to access them independently
  - ease of movement and furniture arranged to best effect
  - whiteboard easily seen
  - displays of a high quality, that celebrate the work and achievement of the students
  - health and safety practices adhered to in your classroom
  - classroom clean, tidy and welcoming
  - the routine when the end of the lesson bell sounds
5. Expectations of behaviour during learning (see Appendix B):

For example:

  - use praise appropriately and reinforce the academy's rewards system
  - use imperative language (e.g. thank you for sitting down)
  - challenge unsatisfactory behaviour
  - keeping a peripheral vision of the whole class
  - provide students with clear choices about their behaviour
  - deal with student behaviour consistently/fairly
  - consciously use body language to display authority and confidence
  - time activities for the students
  - give regular description positive feedback on student behaviour
  - use a calm and modulated voice
  - clarity about how different strategies for learning are managed
  - use of non-verbal signs to stop
  - tactical ignoring
6. Developmentally appropriate strategies, rewards and sanctions that are applied, including those for two, three and four children in the Early Years

7. Clear expectations about behaviour at all times and in all locations including the following (see Appendix B):

For example:

- beginning of the day, welcome to the academy or classroom,
- corridors,
- dining areas,
- playground/yard,
- entry to the building and classrooms from break times,
- transitions between classrooms (including adults checking the corridor to ensure students are on their way to the next sessions)
- changing for PE / sport
- swimming lessons
- entry and exit from assemblies
- end of the day/dismissal)
- on educational trips – including coach travel, pavement walking, visiting museums/other places of interest,
- with visitors
- communication with support staff

8. Clarity of modelling role by adults including (see Appendix B):

For example:

- All staff demonstrate and model in their work the Oasis 9 habits
- Appropriate standard of dress
- Punctuality
- Consistent use of standard English
- Showing courtesy, politeness and respect to the students and other adults
- Remaining calm in difficult situations
- Positive approach
- Well organised, planned, adaptable
- Consistency in approach
- Understanding the difference between uniformity and consistency as all students have different starting points

9. Support for pupils

10. Roles and responsibilities

11. De-escalation and diffusion strategies

12. Anti-bullying guidance

13. Restorative justice / practice - ensure that the 9 habits are embedded in all restorative practice meetings and any IEP's that are agreed.

Patient	Forgiving	Self-controlled
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

## **Appendix B: Oasis 9 Habits**

### **Compassionate**

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

### **Patience**

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

### **Humble**

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

### **Joyful**

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

### **Honest**

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

### **Hopeful**

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

### **Considerate**

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

### **Forgiving**

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

### **Self-controlled**

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

## **Appendix C: Behaviour For Learning**

Teachers can use these questions to reflect on their own behavior management in classroom practice:

### **Preparing the Lesson**

		Evidence and issues
1	Are there clear lesson objectives detailed in your planning that can be shared with your students?	
2	Do you have a learning seating plan?	
3	Do you plan a clear structure for the lesson using techniques such as starter, exposition, activity, consolidation and reflection?	
4	Are expectations for Behaviour for Learning clearly communicated and on display in your classroom? Are the 9 habits referred to?	
5	Do you make specific notes relating to the behaviour needs of individuals and/or groups and how you will support their needs?	
6	Are there clear timings for each activity to generate pace?	
7	Are materials and equipment prepared for lesson?	

### **Preparing the Classroom**

		Evidence and issues
1	Are the materials labeled and can the students access them independently?	
2	Is there ease of movement and is furniture arranged to best effect?	
3	Is there appropriate storage for pupils' belongings?	
4	Is the whiteboard easily seen?	
5	Are learning objectives on display together with data and starter activity?	
6	Are the displays of a high quality? Are the 9 habits displayed?	
7	Do the displays celebrate the work and achievement of the students?	
8	Are health and safety practices adhered to in your classroom?	
9	Is the classroom clean, tidy and welcoming?	

### Starting the Lesson

		Evidence and issues
1	Do you arrive at the classroom before the students?	
2	Do you meet and greet at the door?	
3	Do you have established routines for coming into the classroom? i.e. coats off, equipment out, bags on floor.	
4	Do you have established registration procedure?	
5	Do you effectively gain the attention of students before starting an activity?	
6	Do you have established procedures for dealing with lates?	
7	Are your instructions clear and unambiguous?	
8	Do you praise and positively reinforce students who are on time to lesson? Ready for learning?	
9	Do you make your expectations for behaviour for learning form the start of the lesson?	
10	Do you start your lessons promptly?	
11	Do you deal with minor distractions? E.g. equipment, effectively?	
12	Do you have a clear timed starter activity?	

### During the Lesson

		Evidence and issues
1	Are you enthusiastic in delivering the lesson?	
2	Do you use praise appropriately and reinforce the school's rewards system?	
3	Do you use imperative language? E.g. thank you for sitting down	
4	Do you promptly challenge unsatisfactory behaviour?	
5	Do you keep a peripheral vision of the whole class?	
6	Do you use students to assist in managing the activities in the lesson?	
7	Do you provide students with clear choices about their behaviour?	
8	Do you deal with student behaviour consistently/fairly?	
9	Do you consciously use body language to display authority and confidence?	
10	Do you time activities for the students?	
11	Do you give regular description positive feedback on student behaviour?	
12	Are you courteous? Polite and respectful to the students?	
13	Do you use a calm and modulated voice?	
14	Are students clear about how different strategies for learning are managed? E.g. listening activity to group	

### Dealing with Disruptive Behaviour

		Evidence and issues
1	Are you working within the Behaviour for Learning Policy?	
2	Do you use non verbal sign to stop?	
3	Do you use tactical ignoring – praise the closet behaviour for learning?	
4	Do you use redirection? Can you refer to any of the 9 habits i.e. self control, consideration, honesty? Or can the teacher be 'hopeful' and impart this as a key message to prompt reflection?	
5	Do you use prompting?	
6	Do you use distracting/diffusion to redirect behaviour?	
7	Do you offer time out?	
8	Do you use/offer time to listen?	
9	Do you use withdrawal of pupil/pupils as necessary from the class?	
10	Do you call for support as appropriate?	
11	Do you follow up and take responsibility for disruptive behaviour?	

### Ending the Lesson

		Evidence and issues
1	Do you leave enough time for the plenary and the closing arrangements to the lesson?	
2	Do you review the behaviour for learning across the lesson? E.g. applying rewards and sanctions	
3	Do you have clear routines for collecting up books/equipment?	
4	Do you insist that the students assist in managing the closure of the lesson?	
5	Do you effectively dismiss the class?	
6	Do you check the corridor to ensure students are on their way to the next sessions?	
7	Do you allow and encourage reflection on behaviour for learning so that students can review and take responsibility for their behaviour?	
8	Are plenaries used as an opportunity for you to assess behaviour for learning, value achievement and plan future lessons accordingly?	

## Appendix D: Example of lunch / break time / fire alarm routines

Phase	All students' will....	All staff will...	All leaders' will...	Non-compliance will result in.....
Start of break/lunchtime	<ul style="list-style-type: none"> <li>• Leave lesson wearing blazer, tie to neck &amp; school trousers, shirt tucked in, school shoes on.</li> <li>• Not have any facial piercings in.</li> <li>• Walk with calm purpose to the street/outside keeping towards the left.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive to duty on time and in the allocated place.</li> <li>• Move students out of coloured areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive to duty on time.</li> <li>• Ensure students' are wearing their blazers, tie to neck &amp; school trousers, shirt tucked in, school shoes on.</li> <li>• Ensure students' are not wearing facial piercings</li> <li>• Walk with calm purpose to the street/outside keeping towards the left on their duty.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk students out of the faculty areas onto the street.</li> </ul>
During break/lunch	<ul style="list-style-type: none"> <li>• Put litter into the bins.</li> <li>• Wear blazer, tie to neck &amp; school trousers, shirt tucked in, school shoes on.</li> <li>• Pick up any litter that you have dropped and place in the nearest bin.</li> <li>• Remain in the street or outside.</li> <li>• Avoid the reception area.</li> <li>• Only eat food on the street or outside.</li> <li>• Only Year 7 students allowed on the small playground.</li> <li>• Talk to each other using appropriate language that is not confrontational.</li> <li>• Keep to your own personal space and respect that of your peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a teacher/student relationship.</li> <li>• Use professional language.</li> <li>• Actively talk to students.</li> <li>• Praise positive behaviour – putting litter in bins/wearing uniform well.</li> <li>• Challenge students who do not have the correct uniform.</li> <li>• Challenge students who are chewing gum.</li> <li>• Challenge students who drop litter or leave litter.</li> <li>• Model picking up litter.</li> <li>• Eat and drink downstairs.</li> <li>• Challenge students who are upstairs or around reception.</li> <li>• Only allow Year 7 onto the small playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the behaviours expected of the teachers.</li> <li>• Supporting teachers when students are non-compliant.</li> <li>• Stand in the middle of the street when on duty to support students walking on the left.</li> <li>• Be visible to other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Chance-challenge to student correct the behaviour in a positive way.</li> <li>• Warning – if they choose not to comply then there will be a consequence.</li> <li>• Action - break time detention recorded on SIMs.</li> <li>• Students wearing incorrect uniform at break should be escorted directly to detention in the hall.</li> </ul>

	<ul style="list-style-type: none"> <li>• Remain on the street and do not enter the wings.</li> <li>• Not play ball games inside the building.</li> <li>• Remove any chewing gum.</li> </ul>	<ul style="list-style-type: none"> <li>• Stand in the middle of the street when on duty to support students walking on the left.</li> </ul>		
End of break/lunchtime	<ul style="list-style-type: none"> <li>• When the bell goes immediately move to your next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• When the bell goes they immediately request students to move quickly and quietly to their next lesson.</li> <li>• Walk with them students towards your next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the teacher behaviour supporting students back into lessons quickly and calmly.</li> <li>• Be visible to other staff</li> </ul>	

## Fire Evacuation routines

Phase	All students' will....	All staff will....	All leaders' will.....
As the fire bell rings	<ul style="list-style-type: none"> <li>Stay in their seats and wait for instructions from their teachers.</li> <li>When told to do so leave their belongings and walk out of the classroom in silence.</li> <li>Follow all directions from teachers remaining silent at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain order in the classroom insisting on students being in silence</li> <li>Ask students to stand up and follow you to the nearest fire exit.</li> </ul>	<ul style="list-style-type: none"> <li>Assist colleagues in maintaining order and silence with a prompt exit from the building.</li> </ul>
Exiting the building	<ul style="list-style-type: none"> <li>Walk in single file with purpose but orderly towards designated exit point.</li> <li>Remain in silence at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain all students in single file and silence, ensuring they walk in an orderly fashion but with purpose.</li> <li>Challenge students not complying with expectations and utilise Chance-warning action where appropriate (Reflection Session)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students are walking with purpose and maintaining silence throughout the evacuation.</li> <li>Model expected behaviours.</li> </ul>
Walking to meeting point	<ul style="list-style-type: none"> <li>Remain in single file and silent to their designated meeting point.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain all students in single file and silence, ensuring they walk in an orderly fashion but with purpose. Walk behind students to assist in maintaining order.</li> <li>Challenge students not complying with expectations and utilise Chance-warning-action where appropriate (Reflection Session)</li> </ul>	<ul style="list-style-type: none"> <li>Support colleagues with upholding the expectations of the students</li> <li>Model expected behaviours.</li> </ul>
At the meeting point	<ul style="list-style-type: none"> <li>Line up at their designated meeting point in front of their tutor. Students to be in register order.</li> <li>Remain in silence.</li> </ul>	<ul style="list-style-type: none"> <li>Guide students towards their designated meeting point maintaining high expectations</li> <li>Move towards your tutor group and insist on student lined up in silence in register order</li> <li>Model the behaviours you expect to see in the students (silence, in line)</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at their designated meeting point to assist the SPL and Tutors to maintain organisation and expectation.</li> </ul>
Returning to the building	<ul style="list-style-type: none"> <li>Remain in silence at all times.</li> <li>Remain in line until dismissed.</li> <li>Walk in single file back to their classroom and line up outside of their classroom</li> </ul>	<ul style="list-style-type: none"> <li>When prompted dismiss tutor groups and escort back into the building.</li> <li>Insist on silence and calm purposeful walking back to the building.</li> </ul>	<ul style="list-style-type: none"> <li>Support colleagues with a calm and purposeful return to the building.</li> <li>Maintain expectations and standards at all times.</li> <li>Challenge students who are not getting it tight (chance, warning, action)</li> </ul>

## Appendix E: Examples of an Individual Behaviour Plan (one blank and one completed)

<b><u>Positive Behaviour Plan (PBP)</u></b>				
<b>Child's name:</b> <b>Year group:</b>	<b>Date of Birth:</b> 00.00.00 <b>Age:</b>	<b>All Staff Involved (Initials):</b> <b>SENCO/IM:</b>	<b>Parent/Carer (Initials):</b>	
<b>PBP Start Date:</b>	<b>PBP Review Date:</b>	<b>Known triggers (Please list):</b> Anything any other child or adult does or he feels is not fair. Rules and instructions		
<b>Does the child have a Statement of SEN/EHCP? (Please highlight)</b> <b>No</b>		<b>Safe places out of class:</b> •		
<b>Strategies:</b>				
Stage:	Behaviours Exhibited:	Helpful Strategies:	Unhelpful Strategies:	Evaluation: (Date and progress achieved – to be completed by <b>CT with parent/carer</b> at the end of terms 2, 4 and 6)
<b>1. Anxious</b>		•	•	•
<b>2. Defensive</b>		•	•	•
<b>3. Crisis</b>		•		•
<b>4. Recovery</b>		•	•	•
<b>5. Depression</b>		•	•	•
<b>6. Debrief (Listen and learn)</b>		•	•	•

## Positive Behaviour Plan ~ Termly Review

<b>Child's name:</b>	<b>Date of Birth:</b> 00.00.00	<b>All Staff Involved</b> (Initials):	<b>Parent/Carer</b> (Initials):	<b>SENCO/IM:</b> EW-J
<b>PBP Start Date:</b> 00.00.00	<b>PBP Review Date:</b> 00.00.00			
<p>Are <b>any other agencies involved</b> with this child? <b>Yes/No</b> (Please highlight)          E.g. Educational Psychology Service, Behaviour Improvement Team, Learning Improvement Service, Social Care, CAMHS, School Nurse, Paediatrician, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Family Support Worker, Banardo's Worker (Please highlight)</p>				
<p><b>Evaluation ~ (General Comments):</b>          What <u>has gone well</u> this term?  <b>Teacher:</b>  <ul style="list-style-type: none"> <li>•</li> </ul> <b>Parent/Carer:</b>  <ul style="list-style-type: none"> <li>•</li> </ul> <b>Pupil:</b>  <ul style="list-style-type: none"> <li>•</li> </ul>         What <u>changes need to be implemented</u> next term? Which of the 9 habits do you particularly need to work to improve? What strategies will help you to improve this habit so it becomes part of your character?  <b>Teacher:</b>  <ul style="list-style-type: none"> <li>•</li> </ul> <b>Parent/Carer:</b>  <ul style="list-style-type: none"> <li>•</li> </ul> <b>Pupil:</b>  <ul style="list-style-type: none"> <li>•</li> </ul> </p>				
<p><b>Outcome: (Please highlight)</b></p> <ul style="list-style-type: none"> <li>• Pupil no longer needs PBP</li> <li>• Draw up a new PBP</li> <li>• Referral to outside agency for support (CT and parent/carers to liaise with SENCO/IM)</li> </ul>				
<p><b>Agreed future action/strategies:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>				
<b>Next review date:</b> 00.00.00				
<b>Class Teacher's signature:</b>		<b>(At start date)</b>	<b>(At review date)</b>	
<b>Parent/carers signature:</b>				
<b>Pupil signature:</b>				

## EXAMPLE OF A COMPLETED Positive Behaviour Plan (PBP)

<b>Child's name:</b> *** <b>Year group:</b> *	<b>Date of Birth:</b> *** <b>Age:</b> *	<b>All Staff Involved (Initials):</b> *** <b>SENCO/IM:</b> ***	<b>Parent/Carer (Initials):</b> ***	
<b>PBP Start Date:</b> ***	<b>PBP Review Date:</b> ***	<b>Known triggers (Please list):</b> <ul style="list-style-type: none"> <li>- Anything any other child or adult does or he feels is not fair</li> <li>- Rules and instructions</li> <li>- Unstructured time eg. lining up, play time</li> </ul>		
<b>Does the child have a Statement of SEN/EHCP?</b> On SEN register, EHCP pending		<b>Safe places in/out of class:</b> <ul style="list-style-type: none"> <li>• Reading corner or LRC bench</li> </ul>		
<b>Strategies:</b>				
<b>Stage:</b>	<b>Behaviours Exhibited:</b>	<b>Helpful Strategies:</b>	<b>Unhelpful Strategies:</b>	<b>Evaluation:</b> (Date and progress achieved – to be completed by <b>CT with parent/carers</b> at the end of each term)
<b>6. Anxious</b>	<ul style="list-style-type: none"> <li>• Shouts out and begins to disrupt learning</li> <li>• Fidgets and moves out of chair</li> <li>• Doesn't like physical contact and shouts if it happens</li> </ul>	<ul style="list-style-type: none"> <li>• Distraction technique, give him a job such as collecting something from the next classroom to give him time out.</li> <li>• Quiet word with him not in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Raising voice at him</li> <li>• Moving into personal space</li> </ul>	•
<b>7. Defensive</b>	<ul style="list-style-type: none"> <li>• Shouts at staff and refuses to listen</li> <li>• Claims he's being picked on and blames others</li> </ul>	<ul style="list-style-type: none"> <li>• Identify other positive behaviour in classroom</li> <li>• Keep calm voice with him and try to move to a quieter place</li> <li>• Remind him calmly of consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Tackling behaviour in front of class</li> <li>• Raising voice at him</li> <li>• Others watching whilst he is spoken to</li> <li>•</li> </ul>	•
<b>8. Crisis</b>	<ul style="list-style-type: none"> <li>• Barges into other children</li> <li>• Kicks and hits staff and children, walls, furniture and shouts</li> <li>• Attempts to abscond and runs into other children's learning space to disrupt and gain attention</li> </ul>	<ul style="list-style-type: none"> <li>• Remind him of his calming techniques</li> <li>• Distract using his interest in football cards, carers and their dog</li> <li>• When possible tactically ignoring behaviour if in safe space</li> <li>• TT technique needed in extreme cases to prevent harm</li> </ul>	<ul style="list-style-type: none"> <li>• Raising voice at him</li> <li>• Following him too closely when he goes to abscond, this often makes him go further than he normally would</li> <li>• Mentioning other family members</li> </ul>	•
<b>9. Recovery</b>	<ul style="list-style-type: none"> <li>• Will answer questions in a calmer voice</li> <li>• Will sit down in a chair</li> <li>• Talks about his interests outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• Calm voice continuing to talk about interests</li> <li>• Don't block the exit with body</li> <li>• Humour</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking about incident</li> <li>• Discussing consequences even if he mentions them</li> </ul>	•
<b>10. Depression</b>	<ul style="list-style-type: none"> <li>• Sits quietly and sometimes puts his head in his top</li> <li>• Questions his consequences and requests to go back to class</li> </ul>	<ul style="list-style-type: none"> <li>• Calm voice</li> <li>• Allow time and space to be calm and quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid discussing incident at this point</li> <li>• Allowing other staff to be involved</li> </ul>	•
<b>6. Debrief (Listen and learn)</b>	<ul style="list-style-type: none"> <li>• Will give some eye contact and listen</li> <li>• Can accept he's done something wrong</li> <li>• Sometimes smirks during this</li> </ul>	<ul style="list-style-type: none"> <li>• Calm but firm voice and insist he sits well and listens</li> <li>• Focus on facts and impact on others</li> <li>• Remind him of his ability</li> <li>• Clear consequences and also the rewards he can gain for getting back on track</li> </ul>	<ul style="list-style-type: none"> <li>• Getting into debate with him over the finer points</li> <li>• Allowing him to slouch and look away smirking as this sends him back into crisis sometimes</li> </ul>	•

## Positive Behaviour Plan ~ Termly Review

<b>Child's name:</b> ***			<b>Date of Birth:</b> ***			<b>All Staff Involved (Initials):</b> ***			<b>Parent/Carer (Initials):</b> ***			<b>SENCO/IM:</b> ***											
<b>PBP Start Date:</b> ***				<b>PBP Review Date:</b> ***																			
<p>Are <b>any other agencies involved</b> with this child? <b>Yes/No</b> (Please highlight)</p> <p>E.g. <b>Educational Psychology Service</b>, Behaviour Improvement Team, <b>Pupil Support</b>, <b>Social Care</b>, CAMHS, School Nurse, Paediatrician, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Family Support Worker, Banardo's Worker (Please highlight)</p>																							
<p><b>Evaluation ~ (General Comments):</b></p> <p>What <b>has gone well</b> this term?</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Parent/Carer:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>What <b>changes need to be implemented</b> next term?</p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Parent/Carer:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>																							
<p><b>Outcome: (Please highlight)</b></p> <ul style="list-style-type: none"> <li>• Pupil no longer needs PBP</li> <li>• Draw up a new PBP</li> <li>• Referral to outside agency for support (CT and parent/carer to liaise with SENCO/IM)</li> </ul>																							
<p><b>Agreed future action/strategies:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>																							
<p><b>Next review date:</b></p>																							
<b>Class Teacher's signature:</b>				<b>(At start date)</b>				<b>(At review date)</b>															
<p><b>Parent/carer signature:</b></p>																							
<p><b>Pupil signature:</b></p>																							

	How I might communicate	What adults think this means	What helps	What to avoid	Scripts
-Stage 1	Anxiety Behaviours				
Stage 2	Defensive Behaviours				
Stage 3	Crisis behaviours				
Stage 4	Recovery				
Stage 5	Depression				
<p><b>Effective Post Incident learning strategies</b>  e.g. providing a different experience</p> <p><b>Shared with:</b></p> <p><b>Class teacher</b> _____ <b>Senco</b> _____ <b>Parent</b> _____</p> <p><b>Relevant adults:</b></p> <p>_____</p>					

## Appendix F: Behaviour reflection tool: Option 1

	<b>Behaviour We Don't Want:</b> (what happened)	<b>Behaviour We Do Want:</b> (what you'll do next time)
<p style="text-align: center;"><b>A</b> (Triggers)</p>	How were you feeling before & why? What triggered the behaviour?	How can you change how you were feeling before? How can we stop these triggers in the future?
<p style="text-align: center;"><b>B</b> (Management of the behaviour)</p>	What was the context - where, when, with who? What did you do in the difficult situation?	What could you have done differently? (role play / solution focused)
<p style="text-align: center;"><b>C</b> (Consequences – after the behaviour)</p>	What happened as a result of the behaviour?	What would have happened if you did what you said above?

## Behaviour reflection tool: Option 2

Me

This happened

I felt

Next time  
I will

Patient	Forgiving	Self-controlled
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

Pupil:

Staff:

Date:

## **Appendix G: Help Script**

This help script is aimed at lowering/defusing anger or anxiety in students.

1. **“John.”** Use the child’s name, it will help make a connection and engage their attention.
2. **“John. I can see you are upset.”** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. **“I am here to help.”** This is a statement of your intention, simply, you are there to help. It’s worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
4. **“Talk and I will listen.”** This statement begins to provide the student with some direction together with securing our function.
5. **“John. Come with me, lets go to the...”** Continue to provide the student with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child is pacing, staff should avoid walking back and forth, shadowing the young person. This can feel extremely intimidating. CALM stance and body language is essential, as is awareness of staff’s proximity to the child’s personal/dangerous space. Remember to speak clearly & confidently and remain calm.

### **Helping a colleague**

Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

The words **“help”** and **“more”** should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & young people.

- 1) **“Mr Smith, I am available to help”** The member of staff makes a clear statement announcing they are there to help.
- 2) **“Thank you Ms. Jones, you can help by....”** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.
- 3) **“Mr. Smith, I am available for more help.”** The word ‘more’ should provide a pause point for the member of staff currently dealing with the service user (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
- 4) **“What do you suggest Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
- 5) **“How about if I sit with John.....and I’ll catch up with you later.”** This example provides us a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes

## Further scripts for supporting behaviour

### Maintaining Appropriate Behaviour

- Language of choice and consequence: “Well done – good choice when you ...../ Think about your choices.”
- When and then: “When you have written the date, then we can talk about.....”
- Name, direction, thankyou: “Sarah, open your book, thankyou.”
- First....then: “First you put ...away then we can.....”
- “Let’s make sure we are ready by....” (getting our books out, sitting in our seats etc)
- “Can I help you get started?”

### Managing Unwanted behaviour

- “Is there anything I could do that would help you to manage your own behaviour better?”
- “I understand you are finding it difficult today. How can we get this work done?”
- Recognise and acknowledge feelings: “It’s ok to feel upset. I understand.”
- Language of choice: “The choice is working with me after the lesson, or finishing now and going for break”. (Crucial to give take-up time – 7 seconds).
- Praise desired behaviour: “Thank you for moving back to your seat.”
- “Welcome back” (re-joining after time out).

### Scripts to repair the situation:

- “I can see that you are upset/cross.”
- “We all get it wrong sometimes.”
- “It’s ok to be upset/cross.”
- “When you are upset/cross, it’s ok to shout/stamp your feet/go to the calm room.”
- “It’s not ok to hurt people/break things”. Then use: first/then e.g. “First we are going to pick the books up, then we will get a drink.”
- “Safe hands means: hands down, feet down, sitting on the chair.”
- “I want to listen to you; let me know when you are ready to talk.”
- “The way you told us you were upset/cross was not safe.”
- “What were your choices?”
- “We care about you, that’s why we gave you time out.”

### Challenging Behaviour in a Group – prepare for knock-on effect in the group

- Praise desired behaviour in others
- Acknowledge challenging behaviour to others e.g. “Kim is feeling cross/upset.”
- “It’s ok to be cross/upset”
- “We are helping....to feel better.”
- “You can help by.....”
- “Thank you for being helpful

## Appendix H: Sample: Home/Academy Agreement

<p>We welcome and encourage families to participate fully in the life of our academy embracing the Oasis 9 Habits as a central part of our ethos. A way that is characterised by being compassionate, humble, patient, honest, joyful, considerate, hopeful, forgiving and self-controlled.</p>		
<p><b>In the Academy we will:</b> Signed:</p>	<p><b>As a parent/carer I will:</b> Signed:</p>	<p><b>As a pupil I will:</b> Signed:</p>
<ul style="list-style-type: none"> <li>➤ Provide a safe, welcoming, stimulating and caring environment in which to learn.</li> <li>➤ Celebrate successes both in/out of school.</li> <li>➤ Ensure that your child is valued and help them make good progress in their spiritual, moral, social, emotional, physical and intellectual development,</li> <li>➤ Engage lifelong learners with creative, dynamic and innovative teaching.</li> <li>➤ Teach pupils about personal safety both on line and in real life.</li> <li>➤ Provide excellent teaching and an engaging curriculum to meet the needs of all children and provide you with information about their progress</li> <li>➤ Contact you regarding your child's attendance, punctuality, health or behaviour in school</li> <li>➤ Embrace the Oasis 9 Habits to support their moral and ethical compass, enabling them to grow up to be the best version of themselves that they can be</li> <li>➤ Embrace the Oasis 9 Habits to develop a positive attitude to one another, regardless of sex, race, culture, belief, values, age and need,</li> <li>➤ Respect the confidentiality of information regarding each child.</li> </ul> <p>Provide information about our school, including relevant policies, meetings, workshops, and events by keeping our website up-to-date.</p> <ul style="list-style-type: none"> <li>➤ Understand that staff and parents need to work together for a peaceful resolution to conflict.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure that my child attends every day, on time, dressed in full school uniform and with the correct equipment.</li> <li>➤ Work in co-operation with staff to resolve issues.</li> <li>➤ Encourage my child to be enthusiastic about learning.</li> <li>➤ Encourage my child to behave responsibly at home, at school or online.</li> <li>➤ Attend meetings with my child's teacher and other staff.</li> <li>➤ Regularly read information on the website, and check the important details of relevant policies, meetings, and events.</li> <li>➤ Understand that we need to work together for a peaceful resolution to conflict.</li> <li>➤ Demonstrate tolerance and respect. Setting a good example through your behaviour and speech.</li> <li>➤ Manage your child's behaviour especially where it could otherwise lead to conflict or unsafe behaviour.</li> <li>➤ Speak to a member of staff to help resolve any issues or concerns.</li> <li>➤ Learn about the ethos behind the 9 habits and support that ethos at home</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attend school regularly and on time, bringing with me all the things I need,</li> <li>➤ Take care of school equipment.</li> <li>➤ Try my best.</li> <li>➤ Be polite at all times to pupils, adults and visitors.</li> <li>➤ Do things the first time that I am asked</li> <li>➤ Always do my best learning.</li> <li>➤ Keep my hands and feet to myself.</li> <li>➤ Move calmly around the academy.</li> <li>➤ Look after our academy and all the people in it.</li> <li>➤ Wear school uniform and PE Kit</li> <li>➤ Always have a go</li> <li>➤ Accept responsibility for the things that I do, both in real life and online</li> <li>➤ Tell a member of staff if I am worried, anxious or unhappy.</li> <li>➤ Celebrate my successes, both in and out of school</li> <li>➤ Be a good role model.</li> <li>➤ Learn &amp; remember the 9 habits and practise them when I am making choices about my behaviour</li> </ul>

## Appendix I: Sample: Parent/Carer Code of Conduct

Parent/Carer Code of Conduct		
We value and understand the importance of a good working relationship between home and school. This agreement is designed to remind us of our responsibilities and provide you with an expected code of conduct.		
 <p><b>We welcome and encourage families to participate fully in the life of our academy, embracing the Oasis 9 Habits as a central part of our ethos. A way that is characterised by being compassionate, humble, patient, honest, joyful, considerate, hopeful, forgiving and self-controlled.</b></p> <p>The 9 Habits remind us of the importance of establishing and maintaining relationships with everyone that we meet; they are intended to support character development. Good character sustains our moral compass and is essential when moulding a successful and fulfilling life.</p> <p>We trust that parents and carers will support our academy with the implementation of this agreement.</p> <p>Parents/carers should ensure that they make anyone else who is responsible for the care of their child aware of this agreement.</p> <p>Please sign below to acknowledge your understanding and support.</p> <p>Signature of Parent _____ Date _____</p> <p>Name of pupil _____</p> <p><i>We advise you to contact a member of the Pastoral team if you wish to discuss any concerns, or have any questions.</i></p>	<p><b>The academy will not tolerate parents, carers and visitors exhibiting any of the behaviours as described below: Should any of these behaviours occur, we may contact the appropriate authority, and if necessary ban the offending adult(s) from entering the premises.</b></p> <ul style="list-style-type: none"> <li>➤ Distracting school staff and trying to speak to them whilst they are supervising children.</li> <li>➤ Breaching school security procedures, e.g. entering school gates without using the intercom system when other parents are leaving or entering.</li> <li>➤ Attempts to gain entry to any part of the school without appropriate supervision.</li> <li>➤ Disruptive behaviour, which interferes with the safe and smooth running of the school day.</li> <li>➤ Using loud or offensive language, swearing, or using profane language.</li> <li>➤ Threatening to do harm to a member of school staff, visitor, fellow parent/carers or pupil regardless of whether or not the behaviour constitutes a criminal offence.</li> <li>➤ Damaging or destroying school property.</li> <li>➤ Abusive, persistent or threatening e-mails/texts/voicemail/phone messages</li> <li>➤ Defamatory, offensive or derogatory comments about the school or any of the pupils/parents/staff, at the school, in public, or on social media sites.</li> <li>➤ The use of physical aggression towards another adult or child, including your own.</li> <li>➤ Approaching someone else's child in order to discuss an incident or chastise them.</li> <li>➤ Smoking (including e-cigarettes) and consumption of alcohol or other drugs whilst on school property.</li> </ul>	

## **Appendix J: Conditions to Thrive**

Below are details of the Conditions to Thrive, developed at OAJW. Leaders have found that the Conditions to Thrive have a direct impact on improving student's attainment and progress. The success of the strategy is based upon the quality and integrity of the relationships adults build with students. The three samples of the strategy are:

- 1. Conditions for Learning - why character matters**
- 2. Conditions for Learning – framework**
- 3. Conditions for Learning - staff support sheet**

(see below)

# 1. Conditions for Learning - why character matters

## Conditions to Thrive @ OAJW: why character matters

### Where we were: the case for character

- Changing employment and educational landscape.
- Desire to systematically improve learning behaviours.
- Best practice research and staff views brought together to select four aspects of character most relevant to our context and need—our Conditions to Thrive [CtT].

### Where we are: Standards and character , not or!

- Our approach to developing these aspects of character has been to embed them in the culture of the Academy. We are doing this through our pastoral programme [rewards and sanctions]; our approach to teaching and learning, with both students and teaching staff regularly reflecting upon how they can promote and develop these qualities; finally, we have created a framework which quantifies progress in the four aspects of character [scored 1-5]. This is used by teachers, students and their parents and embedded within our assessment and reporting cycle. To date we have seen strong correlation between student academic performance [attainment and progress] and the scoring of their Conditions to Thrive. This creates a common language for improving student performance.
- The Conditions to Thrive agenda is supported by intentional curriculum planning in subject areas as well as through our pastoral programme. Data led intervention is directed by our Year Team Raising Standards Leaders and implemented by Learning Mentors [form tutors], who act as proxy parents providing regular challenge and support to students in developing their Conditions to Thrive.

Fig 1.		Self Direction			Resilience			Self Control			Communication			Average CtT			Correlation [Avg Pts Difference to MEG/CtT]		
Year	Population	EoY	AP3		EoY	AP3		EoY	AP3		EoY	AP3		EoY	AP3	YoY Change	EoY	AP3	YoY Change
7	All		3.02			3.01			2.98			2.89			2.97		0.57		
	PP		2.64			2.68			2.61			2.57			2.63				
	Gap	0	-0.3		0	-0.26		0	-0.28		0	-0.26		0	-0.28				
8	All	3.04	3.08	0.04	3.05	3.08	0.03	3.06	3.04	-0.02	2.86	2.97	0.11	3	3.04	0.04	0.27	0.59	0.32
	PP	2.85	2.74	-0.11	2.91	2.78	-0.13	2.91	2.69	-0.22	2.69	2.66	-0.03	2.84	2.72	-0.12			
	Gap	-0.19	-0.29	-0.1	-0.14	-0.26	-0.12	-0.15	-0.28	-0.13	-0.17	-0.24	-0.07	-0.16	-0.27	-0.11			
9	All	3.06	3.01	-0.05	3.08	3	-0.08	3.06	3	-0.06	2.9	2.86	-0.04	3.02	2.97	-0.05	0.37	0.66	0.29
	PP	2.88	2.78	-0.1	2.94	2.81	-0.13	2.88	2.76	-0.12	2.76	2.66	-0.1	2.86	2.75	-0.11			
	Gap	-0.18	-0.2	-0.02	-0.14	-0.19	-0.05	-0.18	-0.21	-0.03	-0.14	-0.17	-0.03	-0.16	-0.19	-0.06			
10	All	3.06	3.03	-0.03	3.06	3.07	0.01	3.05	3.12	0.07	2.88	2.95	0.07	3.02	3.04	0.02	0.69	0.71	0.02
	PP	2.9	2.93	0.03	2.9	3	0.1	2.88	3.05	0.17	2.74	2.85	0.11	2.86	2.96	0.1			
	Gap	-0.16	-0.1	0.06	-0.16	-0.07	0.09	-0.17	-0.07	0.1	-0.14	-0.1	0.04	-0.16	-0.08	0.08			

Fig. 1 above table shows the change in Conditions to Thrive scoring for Y7-10 from their End of Year 2017 to End of Year 2018 [labelled AP3]. This means , for example, that the Year 10 row uses End of Year data from their time as Y9 last year. This methodology also explains why Year 7 don't have comparative data. The table sets out scoring in each of the four Conditions, as well as the average of these scores and correlation between this average and students forecast expected attainment [Minimum Expected Grade—MEG].

- Correlation between Conditions to Thrive and academic outcomes [under or out performance vs expected attainment] has strengthened in all years. This emphasizes increasing staff accuracy in scoring, as well as efficacy in diagnosing the underlying causes of student performance.
- CtT scores have improved year on year in years 8 and 10. This supports the power of the programme being a long term tool for student development. Intra-year data [not above] also reveals a pattern of improving scoring across Assessment Points [APs] during academic years. The data also supports diagnosis of challenges within the year group cohorts, e.g. Self Control for year 8 PP students.
- PP gap persistent , but closing in year 10. PP student scoring lags that of their non-PP peers in all year groups, but the gap is closing for year 10 and is now effectively zero. In years 8 and 9 PP CtT scoring has fallen from EoY more than NPP, this provides a priority for year team staff and curriculum leaders for the next academic year.

#### 4. Conditions for Learning – framework

Score	Self-Direction – ‘I am in control of my future’	Resilience – ‘I persevere even when it is tough’	Self-Control – ‘I am in control of my emotions and responsible for myself and others’	Communication – ‘I ask questions and present myself to the highest standard’
1	<ul style="list-style-type: none"> <li>I need to engage and participate in all lessons.</li> <li>I need to complete and submit my work on time and to a satisfactory standard.</li> <li>I am not yet able to work independently with focus.</li> </ul>	<ul style="list-style-type: none"> <li>I need to persevere in all lessons especially when learning is challenging.</li> <li>I need to finish what I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I need to come to all lessons prepared to work hard.</li> <li>I must pay attention and resist distracting others.</li> <li>I need to listen to and respect the opinions of others.</li> <li>I must take care of the Academy and my learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>There are serious concerns over the way I present myself and my work.</li> <li>I don’t ask or answer questions to support my learning.</li> <li>I need to choose my words more precisely and distinguish between informal and formal settings when speaking.</li> </ul>
2	<ul style="list-style-type: none"> <li>I actively participate in some lessons, but do not always choose to.</li> <li>I complete and submit some of my work to a satisfactory standard.</li> <li>When directed, I sometimes work independently with focus.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes work hard when challenged, but don’t always choose to.</li> <li>I sometimes finish what I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I work hard in some lessons, but don’t always choose to.</li> <li>On occasions I distract others.</li> <li>I don’t always listen to, or respect the opinions of others.</li> <li>I sometimes fail to take care of the Academy and my learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes present myself and my work to a high standard.</li> <li>I am sometimes keen to answer questions to deepen my understanding.</li> <li>I am starting to choose my words more precisely and distinguish between informal and formal settings when speaking.</li> </ul>
3	<ul style="list-style-type: none"> <li>I get to work immediately.</li> <li>Most of my work indicates that I am making good progress.</li> <li>When directed, I can work independently with focus.</li> </ul>	<ul style="list-style-type: none"> <li>I respond positively to challenges in learning.</li> <li>I usually finish what I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I come to class prepared to learn.</li> <li>I remember and follow directions.</li> <li>I listen to and respect the opinions of others.</li> <li>I take care of the Academy and my learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>I present myself and my work to a high standard the majority of the time.</li> <li>I am keen to answer questions to deepen my understanding.</li> <li>I can speak formally in full sentences without using filler words (such as ‘like’) and with dictionary words instead of street slang.</li> </ul>
4	<ul style="list-style-type: none"> <li>I show enthusiasm for my learning.</li> <li>All of my work indicates that I’m making good progress.</li> <li>I am starting to direct my own independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>I always demonstrate determination by trying really hard even after I’ve experienced failure.</li> <li>I always finish whatever I begin.</li> </ul>	<ul style="list-style-type: none"> <li>I positively influence others through engagement in my learning.</li> <li>The way I behave reflects the fact that I no longer need to be reminded of the Academy rules and expectations.</li> <li>I value the opinions of others, even when they are different to my own.</li> <li>I encourage others to take care of the Academy and our learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>All of my work is submitted on time and consistently presented to a high standard.</li> <li>I ask and answer questions to deepen my understanding.</li> <li>I deploy excellent grammar when talking, using full sentences.</li> <li>I can use the subject specific language of different disciplines e.g. talk like a scientist, historian, or mathematician.</li> </ul>
5	<ul style="list-style-type: none"> <li>I believe that effort will improve my future and demonstrate this through my learning.</li> <li>I work independently, with focus and without teacher direction.</li> <li>My learning in lessons is reinforced and consolidated by independent work carried out at home.</li> </ul>	<ul style="list-style-type: none"> <li>I understand and demonstrate that outstanding learning is about embracing what we don’t know yet and ‘failing well’, changing something before trying again.</li> </ul>	<ul style="list-style-type: none"> <li>Through my enthusiasm and participation in learning, I invigorate others, helping their learning as well as my own.</li> <li>I model positive behaviour for other members of our community.</li> <li>I respect difference and seek first to understand.</li> <li>I actively role-model and lead others in taking care of the Academy and our learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>I present myself and my work to an exceptional standard.</li> <li>I am always eager to explore new things.</li> <li>I use language with great precision and nuance.</li> <li>I express my ideas fluently in any setting.</li> <li>I help to develop the linguistic tools of others.</li> </ul>

NB: all references to work should be read as referring to all learning, whether completed in school or at home.

## 5. Conditions for Learning - staff support sheet

# Conditions to Thrive @ OAJW: Staff Support Sheet



We are convinced that student outcomes are directly influenced by strength and weakness in four aspects of character — our Conditions to Thrive. Given their importance in articulating how students and parents can improve attainment and progress, it is vital that we are intentional in their promotion and consistent in our use of language and the scoring students at Assessment Points. There is no magic formula to support development of character, it is the product of a cycle based upon experience, reflection and application and its success is based upon the quality and integrity of the relationships we build with our students, but just as getting better at a subject is possible, character can also be grown. Please use the below in combination with the Conditions to Thrive Framework when giving your students scores.

### Self-Direction

#Conditions to Thrive

To be a 3 ...

- I get to work immediately.
- Most of my work [including homework] indicates that I am making good progress.
- When directed, I can work independently with focus.

**Notes:**

1. 3 = requirement to meet standards our at OAJW [incl. MEG].
2. I cannot be a '3' if I 'behave' in class, but don't meet the criteria above.
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? Are we enabling our students to facilitate their own independent learning. Is there provision?

### Resilience

#Conditions to Thrive

To be a 3 ...

- I respond positively to challenges in learning.
- I usually finish what I begin.

**Notes:**

1. I cannot be a '3' if I am polite, but unwilling [currently] to attempt learning. The "I can't do it" approach.
2. Building resilience in learning is not about asking the impossible – you can and should still scaffold.
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? See below.

*"Failing well" is treating setbacks as a chance to learn and improve. Connecting the ideas of failure and forgiveness encourages risk-taking, innovation, and self-improvement.*

### Self-Control

#Conditions to Thrive

To be a 3 ...

- I come to class prepared to learn.
- I remember and follow directions.
- I listen to and respect the opinions of others.
- I take care of the Academy and my learning environment?

**Notes:**

1. I cannot be a '3' if I am consistently disorganised and/or I behave positively only sometimes and. Think about your culprits for low level disruption
2. Think about how students respond to debate – are we clear in setting expectations and modelling in order to support respectful discussion?
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? How are students becoming active citizens?

### Communication

#Conditions to Thrive

To be a 3 ...

- I present myself and my work to a high standard the majority of the time.
- I am keen to answer questions to deepen my understanding.
- I can speak formally in full sentences without using filler words (such as 'like') and with dictionary words instead of street slang.

**Notes:**

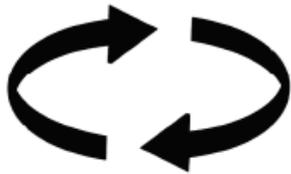
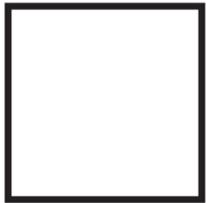
1. I cannot be a '3' if I only present myself and my work to a high standard sometimes, nor can I be a 3 if I am never prepared to ask or answer questions. Most challengingly, I cannot be a 3 if I cannot speak formally.
2. Think about how we are supporting oracy. What opportunities do students have to speak in your lessons? Do you model and correct poor spoken English?
3. What am I starting to do as a teacher to create opportunities of students to access 4-5? I'm I helping students speak with vocabulary as subject experts? What am I doing to help them become confident and skilled speakers?

## Appendix K: Oasis 9 Habits De-escalation Tool

To be used following Oasis training. This approach is being trialed at OA Media City and OA Litster Park

Ok, so something has happened to make you feel [.....]? Can you help me understand what emotion you would prefer to be feeling?	When we are anxious, upset or angry we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?	If I asked you what the impact of what has happened is on you and on those around you, what would you say? What would you prefer it to be?
On a scale of 1 to 10, how in control of your reactions/emotions/ words do you feel you are at the moment? Can you tell me how you feel inside your body? Can you think of something that might help you feel more in control?	Which one of the 9 Habits wouldn't really be helpful to you right now? Tell me why.	Can you talk me through what just happened from beginning to end so that I can understand how you are feeling right now? As you tell me, try and take deep breaths.
Is there one thing you could do right now that could make things better or different?	If you could ask anyone to help you right now, who would you ask and what would you ask?	Imagine the way you feel about what has happened represented by a colour. What colour would it be? What colour would represent how you would prefer to be feeling?

Use one of these shapes to help you breathe more deeply



How do you feel?

Frustrated	Sad	Annoyed	Afraid
Nervous	Sweaty	Lonely	Not in control
Hot	Anxious	Isolated	Upset
Angry	Shakey	Nervous	Tense



How do you feel now?

Peaceful	Happier	Understood	At peace
Calm	Gentle	Steady	Joy
Cool	Determined	Reconnected	Strong
In control again	Sorry	Relieved	Reflective

Humble	Hopeful	Self-controlled
Patient	Honest	Forgiving
Compassionate	Joyful	Considerate