



'Love - Laugh - Learn'

OALM Behaviour for Learning Policy

Last Updated: 7th March 2023

Localised Academy Version: 2.0

This policy should be read alongside the OCL Behaviour for learning policy, which includes more detail around the four levers from a trust perspective.

Introduction

OALM, as part of 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 practise, 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 wellbeing.
- 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.

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 version 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.

The Oasis Behaviour Policy is underpinned by 4 key levers:

- 1. Academy Vision and Values**
- 2. Personal Development Curriculum** (Enrichment, Extra-curricular entitlement, preparation for the next key stage, in particular, transition to Secondary school and PSHCE curriculum)
- 3. Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc.)
- 4. Behaviour Training and Professional Development for staff.**

| Lever | Academy Leaders | Academy Staff | |
|--|--|---|---|
| 1 Academy Vision and Values | Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis. | Embrace and embody the vision and values in all that you do and deliver |  Harmonious climate for learning where all young people can flourish and thrive. |
| 2 Personal Development Curriculum (Enrichment, Extra-Curricular, PSHE, CIAG) | Set, design and agree the pastoral curriculum in line with vision and values | Deliver the curriculum effectively and inspirationally | |
| 3 Academy Behaviour Systems, Structures and Routines | Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values | Implement, the Academy's behaviour systems, structures and routines, consistently and in line with the vision and values | |
| 4 Behaviour Training and Professional Development for staff | Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values. | Engage and commit to the professional development, including expert and specialist pastoral training | |

LEVER 1: ACADEMY VISION AND VALUES

Character education at OALM.

At Oasis Academy Longmeadow, our curriculum is built primarily around children becoming a 'Longmeadow Learner'. Our students are encouraged to develop their character and behaviour by learning about each of our values, reflecting on their own character in relation to these and recognising character strengths and deficits in others.

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| Our Vision as part of Oasis Vision | Longmeadow Learner Love-Laugh-Learn Oasis: We seek to create a new sense of neighbourhood in communities so that everyone can join together to overcome life's hurdles and reach their potential. | | |
| Values | A passion to include everyone A deep sense of hope that things can be changed and transformed A commitment to healthy and open relationships A desire to treat everyone equally , respecting differences A sense of perseverance to keep going for the long haul | | |
| | Love | Laugh | Learn |

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| <p>What does this look like?</p> | <p>Emotional Behaviours</p> <ul style="list-style-type: none"> • With others • With self <p>Learning Behaviours</p> <ul style="list-style-type: none"> • Love of learning | <p>Emotional Behaviours</p> <ul style="list-style-type: none"> • With others • With self <p>Learning Behaviours</p> <ul style="list-style-type: none"> • Enjoying learning | <p>Emotional Behaviours</p> <ul style="list-style-type: none"> • With others • With self <p>Learning Behaviours</p> <ul style="list-style-type: none"> • Being a 'good' learner |
| <p>9 Habits</p> | <p>Honest</p> <p>Forgiving</p> <p>Considerate</p> <p>Compassionate</p> | <p>Joyful</p> <p>Hopeful</p> <p>Humble</p> | <p>Self-Controlled</p> <p>Patient</p> |
| <p>Thrive Related Statement</p> | <p>I have established the foundations for making good relationships. (Being)</p> <p>I am self-assured, confident and appropriately trusting of others. (Being)</p> <p>I know about feelings and can express them appropriately. (Thinking)</p> <p>I have positive experiences of being an individual and being independent. (Interdependence)</p> <p>I trusts adults enough to know when, where and how to go for help or information when necessary. (Being Skillful)</p> | <p>I can be receptive of the world and have a capacity for joy. (Being)</p> <p>I discover different roles and relationships with others. (Thinking).</p> <p>I understand the consequences of my behaviour and are familiar with social expectations (Thinking).</p> | <p>I enjoy investigation and exploring and will use these experiences to learn about environment. (Doing)</p> <p>I explore my potential through curiosity, creativity and taking initiative. (Doing)</p> <p>I can make the link between cause and effect and can understand boundaries/rules. (Thinking)</p> <p>I take pleasure in thinking about different ways of doing things and acquiring new skills. (Being Skillful)</p> <p>I take pleasure in difference and are curious about new and different experiences (Being Skillful)</p> |

Teachers ensure these characteristics are embedded and progressively built on over time to develop students understanding of their learning through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities designed to promote learning within a characteristic.

At **Oasis Academy Longmeadow**, our school vision is to 'Love-*Laugh-Learn*'. We believe that love is the fundamental need of every person. We care deeply about our children and show this through the time and commitment we give to them. We want our children to care for others, and for the world they live in.

We believe that children learn best when they are enjoying the lessons and that laughter and fun are essential in order to engage children with their learning.

We recognise that every child is unique and value this diversity. We give all our children the opportunity to learn as many things, in as many ways as possible so that each child is able to shine.

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:

<https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>

| | | |
|---------------|-----------|-----------------|
| Compassionate | Patient | Humble |
| Joyful | Honest | Hopeful |
| Considerate | Forgiving | Self-controlled |

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 Habits are fundamental and underpin all actions, approaches and relationships in the management of student 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 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 also be respected and choice will be exercised with a culture of self-discipline. The 9 habits also reminds staff and students of our responsibilities to each other.

At Oasis Academy Longmeadow, we teach the nine habits through assemblies and refer to them in our learning and behaviour. We as adults embody the Oasis nine habits and use these to develop our skills when dealing with students and recap our knowledge and understanding of them through CPD sessions. Within our behaviour approach, they are used as a de-escalation tool and a reflection aide, once regulation has occurred.

LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

Character Education at OALM

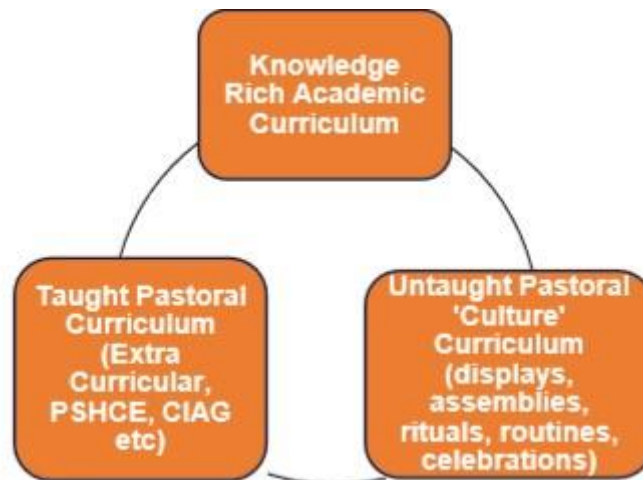
This curriculum consists of everything outside of the academic curriculum and covers:

1. The 'taught' character curriculum

- PSHCE (physical, social, health and cultural education)
- Enrichment activities (e.g. trips and visits, non-curricular workshops etc.)
- Extra-Curricular programme (e.g. before- and after- school clubs)

2. The culture created by staff behaviours and systems and routines of a school.

This is often less tangible and may be seen in the way assemblies are conducted, in corridor conversations and in signs and symbols around school. This is often summed up as 'the way things are around here'.



The Extra-Curricular provision and experiences provided at OALM are planned specifically to equip children with skills and abilities to succeed in all environments; intentionally planned to structure deep learning.

*Extra-Curricular provision at OALM: **Breakfast and After school club provided by Active Trowbridge, Zumba, KS1 and 2 Circuits, Hula-Hoop club, Martial Arts, Gymnastics, Cheerleading, Archery, Rugby, Football, Netball...***

*Experiences at OALM: **Longleat, Farleigh Castle, Bath University, Brokerswood Camp, Sevington Victorian School, Trowbridge Museum, London...***



LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

How we manage behaviour at Oasis Academy Longmeadow

- All classes from EYFS to Year 6 use the reward system
- Additionally, all children's positive behaviour will be recognised through our 'Four Golden Rules': Be Kind, Be Brave, Take Pride & Be Safe
- A pupil can be offered 'thinking time' where appropriate to support them in self-regulating their behaviour
- Students can also be given yellow or red cards if they cannot regulate (see sanctions for more detail)
- A log of behaviours is kept on Bromcom, so that they can be tracked and monitored.

Behaviour rewards

1. All staff offer positive and specific praise for all children on a consistent basis.
2. Each week, a student from each class is nominated for their contribution to character and awarded a '**Learner of the week**' certificate. Where possible this will be linked to our Four Golden Rules.
3. Dojo points are awarded for brilliant work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
4. Dojo points are collected by the house captains and shared as a collective total in Friday's celebration assembly.

Additional rewards

1. On receiving a certain number of house points, a pupil will be awarded a lapel badge:

25 Dojo points = Bronze lapel badge

50 Dojo Points = Silver lapel badge

75 Dojo Points = Gold lapel badge

100 Dojo Points = Diamond Lapel badge

125 Dojo points = Sapphire lapel badge

150 Dojo points = Emerald lapel badge

175 Dojo points = Afternoon tea with the Principals.



2. The winning house each term will be awarded with a 'house treat' of their choice in the final week of that term.
3. Attendance rewards- the class with the highest attendance at the end of each week will receive 15 mins extra play. The class with the highest attendance for the term will also receive a class treat.

When behaviour is unacceptable and disrupting learning

1. The child will be given a clear, verbal warning: 'X, you need to.....Thank you'.

2. If the behaviour continues, a de-escalation technique is used or they are given thinking time.
3. If the behaviour continues thereafter, their name will be moved to yellow: 'X, you are continuing to disrupt the learning, I am now placing your name on the yellow'. This will result in a 5 minute detention during the next playtime.
4. If the behaviour continues, following a warning that a red will be issued, their name will be moved to red, e.g. 'X, because of your continued poor choices, you will now be moved to red'. This will result in a 15 minute detention during the next playtime.
5. If it is deemed appropriate, when a child is on the red, a student may be removed to a partner class at this stage.
6. In cases of a serious behaviour incident, where appropriate, a red may be immediately issued.
7. Yellow and reds will be recorded electronically on Bromcom. If a teacher or the SLT are concerned that a child is spending too much time in the red, an individual behaviour plan will be put in to place.

Our Key unacceptable behaviours (some of which may have consequences beyond the reward board) are outlined in Appendix H

Restorative Justice

Restorative Justice enables a wider view of Academy discipline. For Restorative Justice, we think beyond students breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practise of restorative justice is the way to help students understand and discuss those harms. Through meetings, students learn how to repair them. The aim is to lead transformational changes in students' lives as well as their schools and communities.

Restorative Justice asks the following set of questions:

1. What happened?
2. What were you thinking?
3. Who did it affect?
4. What needs to happen to put things right?
5. How can you stop this happening again?

Restorative Justice emphasises restoration by working with all parties involved in the conflict to work out how to repair the harm caused. By practising Restorative justice, there is a commitment to strengthening Academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

- 1. Inclusion of all parties**
- 2. Encountering the other side**
- 3. Making amends for the harm**
- 4. Reintegration of the parties into their communities**



Individual Behaviour Plans (IBPs)

IBPs will be used when repeated negative behaviours occur for a student and the consequences of the reward board are not enough alone to shape and modify behaviour. They will be written in collaboration with students, parents and staff. An IBP will outline individual rewards and sanctions, as well as targets and any support or provision needed in which to achieve these.

How we manage behaviour at break and lunchtimes

Our playground rules are:

1. Keep the playground tidy
2. Play safe
3. Ensure everyone can join in.

When a child is disrupting or choosing poor playground behaviours, the sanctions are as follows:

Unacceptable behaviour- 2 minutes of time out

Repeated unacceptable behaviour- Yellow is issued for the following playtime.

Key unacceptable behaviour- Reported to SLT team.

House Captains

House captains will be recruited annually from Year 6 students. There is an emphasis on exemplary students in terms of behaviour, character and attendance. Their roles are to enable to student voice in aspects of Academy life. They work alongside teachers and leaders to ensure routines, behaviours and characteristics are highlighted on a daily basis. They apply in writing and then present to the whole school, Children in their respective houses then vote for their house captains. Once chosen, their roles and responsibilities will be outlined with clear expectations.

Effective routines for classroom organisation

- Clear routines for coming into the classrooms- teachers greet children at the classroom door.
- Transition between and within lessons by clarifying expectations and having set routines (e.g. 1/2/3, chants, songs etc.)
- Materials labelled and students able to access them independently
- Ease of movement and furniture arranged to best effect
- Whiteboard easily seen
- Displays of high quality, that celebrate the work and achievement of the students
- Classrooms are clean, tidy and welcoming and avoid over stimulation
- Clear routines for leaving the classrooms

Expectations of behaviour during learning

- Use praise appropriately, referring to the Four Golden Rules
- Challenge unsatisfactory behaviour
- Keep a peripheral vision of the whole class
- Provide students with clear choices about their behaviour
- Deal with student behaviour consistently/fairly
- Use body language to display authority and confidence
- Use a calm and modulated voice
- Use a 3-2-1 countdown to bring the class to attention

De-escalation and diffusion strategies

De-escalation techniques are used to reduce the impact of poor behaviour. More specifically:

- Use non-verbal cues
- Allowing adequate personal space
- Use active listening
- Use the Vital Relational Functions (VRFs) from Thrive training to Attune, Validate, contain, soothe or regulate students emotions and behaviours*
- Adopt a non-threatening body stance and body language
- Acknowledge students underlying or expressed emotion
- Problem solve with the student to address the cause of escalation if safe to do so
- Keep verbal instructions simple and minimal- focus on the behaviours you want them to display, rather than the ones you don't
- Distract them from the source of anger or distress by discussing another topic they are interested in
- Providing options (with limits) to help the student feel they are still in control of their decisions
- Go to an alternative space with the student that is less stimulating or removes access to their triggers
- Use any individual techniques on a child's IBP or SEND plan □ See the Oasis 9 Habits De-escalation tool in the appendices.

*The Thrive Approach

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|  | Attunement | Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state |
| | Validation | Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...'; 'That must be so hard when..' |
| | Containment | Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces |
| | Soothing | Be alert to how they are feeling and calm and soothe their distress |
| | Regulation | Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child. |



Anti-Bullying guidance

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 AntiBullying Policy available on our website through <https://www.oasisacademylongmeadow.org/about-us/policies>

Roles and responsibilities

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|---------------------------|---|
| 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. |
| 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. |

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| 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 sanctions are applied consistently. |
| Inclusion Lead | The Inclusion Lead will support staff in implementing this policy, monitoring the behaviour of individuals on IBPs. They will support staff in ensuring that they take ownership in responding to behaviour incidents, as well as addressing any CPD needs. |
| Teaching Staff | Staff are responsible for: <ul style="list-style-type: none"> • Being role models of positive behaviour • Reminding students of key unacceptable behaviours and the rules • Implementing the behaviour policy consistently • Providing a personalised approach to the specific behavioural needs of particular students □ Recording 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. Parents are expected to: <ul style="list-style-type: none"> • Support their child in adhering to the student 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 | Students 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. |

Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

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| Academy Leaders | <ul style="list-style-type: none"> □ Leaders are trained on using Academy data systems to ensure behaviour monitoring is robust and effective. □ The Inclusion Lead has clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practise is challenged quickly and improved. |
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| | <ul style="list-style-type: none"> • Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal. • Leaders utilise the power of deliberate practise to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis. • Leaders’ role-model engagement in research around pastoral learning and work to disseminate best practise and key knowledge to all staff. • Leaders create and environments where great pastoral practise is used to improve pastoral quality within and beyond their own schools. • Leaders make effective use of a range of Trust expertise: <ul style="list-style-type: none"> -Monitoring Standards Team -Directory of Best Practise -National Lead for Pastoral Innovations- to help us secure more rapid improvements in the quality of students’ pastoral learning. • Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability. |
| Academy Staff | <p>To ensure that we are ‘deliberate’ and ‘purposeful’ with our behaviour professional development, as we are with our pedagogical professional development.</p> <p>Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> • Mental Health First Aid • Managing an investigation of an incident • Restorative Justice/mediation • Physical restraint training • Attendance systems/structures • Reintegration following fixed term exclusions • Effectively issuing a report/tracker • Impactful parent meetings • Multi- agency meeting • Managing grief • Managing self- harm • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity, LGBTQ empowerment |
| De-Escalation and Diffusion | <p>Engage with Thrive training as necessary. All staff receive a level of Thrive training from the in school licensed practitioner. Key staff complete positive handling training and all staff are trained on the laws around this.</p> |
| Restorative Practise | <p>Staff are trained by the Inclusion Lead on supervising, structuring and recording a restorative approach to behaviour, using the materials outlined in this policy in Lever 3.</p> |



Legislation and Statutory Requirements

This policy and localised protocols developed in OCL Academies must follow advice from the Department of 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 students with medical conditions at school](#)

Localised behaviour protocols must also be based on the [special education 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 students whose behaviour is unacceptable, who break the Academy 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 Principal says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the Academy
- Teachers have a power to impose detention outside Academy hours. It is good practise to take all practical steps to inform parents that it is taking place
- Teachers can confiscate students' property (More detail later in the policy).

Consequences for poor behaviour What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction, the teacher can impose a consequence on that student.
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 - The decision to give a student a consequence must be made by a paid member of the Academy staff or a member of staff authorised by the Principal;

- The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
- 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 student'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 adult volunteers, for example to parents who have volunteered to help on an Academy 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, Academy 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.

Physical intervention

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

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

- Causing disorder that disrupts learning
 - Hurting themselves or others
 - Damaging property that leads to 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 student involved, date of birth and their year group
- What triggered the behaviour
- What de-escalating 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 Regional Director 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 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 students 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/>

Absconding- 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 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 student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student 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 students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Exclusions

The removal of a student from the Academy should only be used 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 students. 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 inschool 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?" See: [OCL Exclusions policy](#)

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

- A. Oasis 9 habits descriptors
- B. Classroom routines
- C. Example of lunch/break routines
- D. Fire evacuation routines
- E. Example of IBP
- F. Home/school agreement example
- G. Oasis 9 Habits de-escalation tool
- H. Sanctions

Appendix A: Oasis 9 Habits



Compassionate

Compassion is the ability and the 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 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 take 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 without hope. Someone once said that 'you have to kick 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 our emotional intelligence.

Appendix B: Classroom routines

Preparing the Lesson:

| | | Evidence and issues |
|---|--|---------------------|
| 1 | <p>Are there clear learning questions detailed in your planning that can be shared with your students?</p> <p>Are there MOAT objectives linked/outlined in your planning for target children?</p> | |
| 2 | <p>Do you have a learning seating plan?</p> <p>Are SEN children highlighted on this plan?</p> | |
| 3 | <p>Do you plan a clear structure for the lesson using techniques such as starter, exposition, activity, consolidation and reflection?</p> | |
| 4 | <p>Are expectations for Behaviour for Learning clearly communicated and on display in your classroom? Are the 9 habits and Four Golden Rules referred to?</p> <p>Do you have visuals for Behaviour for Learning? Are these needed on an individual basis as well as whole class?</p> | |
| 5 | <p>Do you make specific notes relating to the behaviour needs of individuals and/or groups and how you will support their needs?</p> <p>Individual reward chart or task boards?</p> | |
| 6 | <p>Are there clear timing for each activity to generate pace?</p> <p>Have you planned in learning breaks?</p> | |
| 7 | <p>Are materials and equipment prepared for the lesson?</p> <p>Pencil grips, different size pencil, writing slope etc.</p> | |

Preparing the classroom:

| | | Evidence and issues |
|---|---|---------------------|
| 1 | Are the materials labelled and can the students access them independently? | |
| 2 | Is there ease of movement and is furniture arranged to the best effect? | |
| 3 | Is there appropriate storage for student's belongings? Do children know the routine for putting things away/collecting them? | |
| 4 | Is the whiteboard easily seen? | |
| 5 | Are learning questions on display together with data and starter activity? | |
| 6 | Are the displays of a high quality? Are the 9 habits displayed? Do they have key information and vocabulary? | |
| 7 | Do the displays celebrate the work and achievement of the students? | |
| 8 | Are health and safety practises adhered to in your classroom? | |
| 9 | Is the classroom clean, tidy and welcoming? | |

Starting the lesson/ day:

| | | Evidence and issues |
|---|---|---------------------|
| 1 | Do you meet and greet at the door? | |
| 2 | Do you have established routines for coming into the classroom? i.e. coats off, bags on peg etc. Are these practised with children who may need additional support? Are there visual reminders? | |
| 3 | Do you have established registration procedure? | |
| 4 | Are resources prepared and out on the tables ready? | |

| | | |
|----|---|--|
| 5 | Do you effectively gain the attention of students before starting an activity? | |
| 6 | Are your instructions clear and unambiguous? Name- instruction- thanks, e.g. Alex-Coat off- Thanks | |
| 7 | Do you praise and positively reinforce students who are ready for learning? | |
| 8 | Do you make your expectations for behaviour for learning clear from the start of the lesson? | |
| 9 | Do you start your lessons promptly? | |
| 10 | Do you deal with minor distractions effectively? Use a look or verbal warning. | |
| 11 | 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 praise appropriately and reinforce the school's reward system? | |
| 3 | Do you use imperative language? E.g. "thank you for sitting down" Name- instruction- thanks, e.g. Alex-Coat off- Thanks | |
| 4 | Do you promptly challenge unsatisfactory behaviour? | |
| 5 | Do you keep a peripheral vision of the whole class? Ensure additional adults are well places. Have you considered a v shaped carpet arrangement? | |
| 6 | Do you use students to assist in managing the activities in the lesson? Give SEN children a specific role or 'job' | |
| 7 | Do you provide students with clear choices about their behaviour? "you need to...." "thanks" | |
| 8 | Do you deal with student behaviour consistently/fairly? Ensure you refer to individual reward systems. | |

| | | |
|----|---|--|
| 9 | Do you consciously use body language to display authority and confidence? | |
| 10 | Do you time activities for the students? | |
| 11 | Do you use a calm and modulated voice? | |

Dealing with disruptive behaviour:

| | | Evidence and issues |
|----|--|---------------------|
| 1 | Are you working within the behaviour for learning policy? | |
| 2 | Do you use a non-verbal sign to stop? Clapping or hand up. | |
| 3 | Do you use tactical ignoring? Praise the closest behaviour for learning? | |
| 4 | Do you use re-direction? | |
| 5 | Do you use prompting? | |
| 6 | Do you use distracting/diffusion to redirect behaviour? | |
| 7 | Do you offer time out? Refer to behaviour policy. | |
| 8 | Do you use withdrawal as necessary? | |
| 9 | Do you call for support as appropriate? | |
| 10 | 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? | |
| 2 | Do you review the behaviour for learning across the lesson? | |
| 3 | Do you have clear routines for collecting up books/equipment? Give children specific jobs. | |
| 4 | Do you insist that the students assist in managing the closure of the lesson? | |
| 5 | Do you effectively dismiss the class? | |

| | | |
|---|--|--|
| | Is there a lining up order? Do you walk with them to the destination? | |
| 6 | Are plenaries used as an opportunity for you to assess behaviour for learning? | |

Appendix C: Example of routines

| Phase | All students' will... | All staff will... | All leaders will... |
|-----------------------|---|---|--|
| Start of break time | Leave the classroom wearing the appropriate clothing for the weather, e.g. sun hats, coats, gloves etc. Leave via their classroom exit door. | Arrive to duty on time and be in the allocated place Ensure their duty is covered appropriately if necessary. | Arrive to duty on time, unless dealing with a behaviour or safeguarding incident, in which case cover will be arranged. |
| Start of lunchtime | Be in their lining up order at the class door Walk calmly and quietly down to the hall on the left side of the corridor. | Ensure a lining up order is visible by class exits. Line children up quietly by the main classroom door. Walk children quietly down to the dinner hall on the left hand side of the corridor. Praise positive behaviour. | Arrive to duty on time, unless dealing with a behaviour or safeguarding incident, in which case cover will be arranged. |
| During break/lunch | Put litter in the bins Pick up any litter that you have dropped and put it in the nearest bins. Remain in the playground or on the field Talk to each other using appropriate language. Keep to your own personal space and respect that of your peers. | Actively talk to children Lead games and activities in designated areas Ensure children are eating their lunch Use professional language Challenge students who drop or leave litter Model picking up litter | Model the behaviours expected of the teachers Support teachers when students are non-compliant Be visible to other staff |
| End of break or lunch | Stop when one whistle is blown Line up in order set by the class teacher Re-enter the school building through their designated entrance and walk on the correct side of the corridor. | Arrive on the playground promptly at Lead children through designated entrance and walk on the correct side of the corridor. | Ensure the playground is empty and all children are back in classrooms. |

Example of fire evacuation routine:

| Phase | All students' will... | All staff will... | All leaders will... |
|------------------------------|---|---|---|
| As the fire bell rings | Stay where they are and wait for instructions from their teachers. When told to do so, leave their belongings and walk out of the classroom in silence. Follow all directions from teachers, remaining silent at all times. | Maintain order in the classroom, insisting on students being in silence Ask students to stand and follow you to nearest fire exit | Begin designated roles during fire evacuation Ensure classes are evacuating in silence. |
| Exiting the building | Walk in single file with purpose towards designated exit point. Remain in silence at all times | Maintain all students in single file and silence. Challenge students not complying with expectations. | Ensure all fire exits are closed and model expected behaviours. |
| Walking to the meeting point | Remain in single file and silent to their designated meeting point | Maintain all students in single file and silence Challenge students not complying with expectations. | Model expected behaviours |
| At the meeting point | Line up at their designated meeting point in front of their teacher. Remain in silence. | Maintain high expectations Insist on silence Take the register (whilst waiting- complete a headcount) Hold register aloft when completed Model the behaviours you expect to see- silence and in the line. | Ensure all pupils, staff and visitors are accounted for. Help maintain organisation and expectation. |

Individual Behaviour Plan

| Individual Behaviour Plan | | | | |
|--|------------------|-------------------------------|-----------------|------------------------------|
| Name: | Year Group: | Date of Birth: | Staff involved: | Parent/Carer: |
| IBP Start date: | IBP review date: | Known triggers (Please list): | | Safe places in/out of class: |
| SEN/PP/CP: | Attendance: | | | |
| Target: | | | | |
| Rewards | | Sanctions | | Useful strategies |
| | | | | |
| Is any additional provision required? Yes/No Please outline: | | | | |
| | | | | |

Oasis 9 Habits De-escalation Tool

| | | |
|---|---|---|
| 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/moods 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? |

Appendix H – Sanctions

Children need boundaries to feel safe. If a sanction is necessary, we focus on the primary behaviour.

Behaviours below expectation are clearly, predictably and privately approached using the attached consequence ladder. Occasionally, some children may need a greater level of support to maintain expected behaviour levels, in which case personalised targets, strategies and celebrations will be implemented and outlined through an individualised plan. This will be written in discussion with parents and the child and may include advice and input from an outside agency professional.

Yellow Behaviours

Yellow behaviours are those which are at a low level and potentially disruptive to the learning of others. Every child will be clearly, verbally and privately (where possible) reminded of expectations and given an opportunity to improve their behaviour before a yellow is issued. Every child will begin each new session on Green regardless of a yellow earlier in the day.

Red Behaviours

Red behaviours are repeated yellow behaviours following support and positive diffusion or one off high level behaviours. A full list of Red behaviours together with the linked consequence and action from staff can be found below.

| Action | Consequence | Intervention/Follow up |
|---|---|--|
| <p>Further disruption following:</p> <p>KS1 – issued a yellow card, a reminder of expected behaviours, positive diffusal, any necessary adaptation of support and, where appropriate, 5 minutes reset time in a designated area.</p> <p>KS2 - a yellow card, positive diffusal and any necessary and appropriate adaptation of support.</p> | <p>KS1 – Issued with a Red. Partner class for 20 minutes.</p> <p>KS2 - Issued with a Red. Partner class for the <u>rest of the session</u>.</p> | <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on Bromcom as a Red. Must include description of diffusal techniques prior to red card eg. Sent on a job, moved another child, differentiated learning.</p> |
| <p>Disruption in partner class</p> | <p>Issue Red.</p> <p>SLT support if available.</p> <p>KS1 – Internal exclusion for the remainder of the session</p> <p>KS2 - Internal exclusion for the remainder of the day.</p> | <p>Teacher in partner class logs Red on BROMCOM and informs class teacher.</p> <p>SLT facilitates internal exclusion and contacts parent.</p> |
| <p>Physical violence towards a student (including throwing objects aimed at a student). No injury.</p> | <p>Issued with a Red.</p> <p>KS1 – Partner class for 20 minutes.</p> <p>KS2 - Partner class for the <u>rest of the session</u>. Complete work given where appropriate.</p> | <p>Apology to victim.</p> <p>Teacher logs incident on BROMCOM as a Red.</p> <p>SLT must be informed of any racist or homophobic comment.</p> |
| <p>Verbal abuse towards a student including swearing, threatening, racist or homophobic comments.</p> | | <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red.</p> |
| <p>Walking away from an adult.</p> | | |
| <p>Physical assault towards an adult. Regardless of any injury.</p> | <p>Issued with a Red.</p> <p>On Call.</p> | <p>Teacher logs incident on BROMCOM as a Red.</p> <p>SLT logs exclusion and contacts parents.</p> <p>SLT consideration of need for risk assessment and/or individualised plan.</p> |
| <p>Throwing furniture.</p> | <p>KS1 – Exclusion for the remainder of the day.</p> | |
| <p>Physical assault on a student where an injury is caused.</p> | <p>KS2 – at least full day exclusion.</p> | |

| | | |
|---|--|--|
| <p>Wilful damage to school's or another individual's property.</p> | <p>Internal or external exclusion at judgement of ASLT.</p> | <p>ASLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.</p> <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Apology to victim.</p> |
| <p>Verbal abuse towards an adult including swearing, threatening, racist or homophobic comments.</p> | <p>Issued with a Red.</p> <p>KS1 – Partner class for the rest of the session.</p> <p>KS2 - Internal exclusion for the rest of the day.</p> | <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red.</p> <p>SLT must be informed of any racist or homophobic comment. Such incidents will then be recorded on a central log.</p> |
| <p>Spitting at a student or adult</p> | | |
| <p>Absconding from the classroom or school building (remaining on site).</p> | <p>Issued with a Red.</p> <p>If necessary, call SLT to assist.</p> <p>SLT will locate and facilitate calming (possible use of Positive Handling to ensure safety of all)</p> <p>Return to class or partner class at judgement call of SLT.</p> | <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red.</p> |
| <p>Absconding from school site.</p> | <p>Issued with a Red.</p> <p>External exclusion (length at judgement call of ASLT).</p> | <p>Teacher logs incident on BROMCOM as a Red.</p> <p>SLT logs exclusion and contacts parents.</p> <p>SLT review risk assessment and individualised plan.</p> <p>SLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.</p> |
| <p>Refusal/failure to partner class (including further disruptive behaviours.)</p> <p>Child leaves the classroom with SLT (physical intervention may be used) and successfully joins a partner class within 20 minutes.</p> | <p>Issued with a second red. Call SLT</p> <p>SLT will remove the child from the classroom, facilitate calming and facilitate appropriate reflection.</p> | <p>Child and teacher (or SLT where applicable) hold a restorative meeting 1:1 before the beginning of the next session where possible. There should be a positive return to class for the child and teacher.</p> <p>Teacher logs incident on BROMCOM as a Red (see red</p> |

| | | |
|---|---|---|
| | Partner class for a 20 minutes (KS1) or the rest of the session (KS2). | consequence ladder for next steps). If physical intervention is used then a form must be completed and SLT and parents contacted the same day. |
| Refusal/failure to partner class but child is no longer causing disruption to learning. | Issued with a second red. SLT called SLT will stay with the child until able to remove from the classroom without physical intervention. Partner class for the rest of the session or (KS2) following session if the child did not leave the classroom. | Child and teacher meet 1:1 before return to class. Teacher logs incident on BROMCOM as a 2 nd Red (see red consequence ladder form next steps). |
| Refusal/failure to partner class. Failure to calm once out of class with use of calming room and active positive diffusal. Unable to access a partner class within 20 minutes. | Issue a second red. SLT called. Physical intervention may be used to ensure safety of all. Internal exclusion for the rest of the day. | Teacher logs details of call out as 2 nd Red. SLT facilitates exclusion and record. SLT review risk assessment and/or individualised plan. |
| Incidences of Bullying | In cases of suspected bullying the perpetrator will be sanctioned for specific behaviours as outlined above. SLT will log the behaviour as suspected bullying which will then be monitored. This may include the creation of an Anti-Bullying Support Plan which will be written in conjunction with parents, pupils and teachers. Prolonged and proven cases of bullying may, in some circumstances, result in external exclusion. Please refer to the Anti Bullying Policy for further information. | |
| Pupil Conduct outside of the Academy | Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises including: <ul style="list-style-type: none"> • when a student is taking part in any Academy organised or Academy related activity • travelling to or from the Academy • wearing the Academy uniform or is in some way identifiable as a student of Oasis Academy Longmeadow The Academy will also sanction a pupil's behaviour, whether or not the conditions above apply, if that behaviour: <ul style="list-style-type: none"> • could have repercussions for the orderly running of the Academy • possesses a threat to another student or member of the public • could adversely affect the reputation of the Academy | |

Any sanctions given for these behaviours will be in line with those given for behaviour incidents within the Academy, as set out in this policy.

Red and Yellow Behaviours Consequence Ladder

| Action | Consequence | Intervention/Follow up |
|---|--|--|
| <p>Repeated yellow behaviour within one session following:</p> <p>KS1 – yellow card, positive diffusal, any necessary adaptation of support</p> <p>KS2 - a yellow card, positive diffusion and any necessary adaptation of support.</p> | <p>KS1 – Red issued. Partner class for 20 minutes.</p> <p>KS2 - Issued with a Red. Partner class for the <u>rest of the session</u>.</p> | <p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red. Must include description of diffusal techniques prior to red card eg. Sent on a job, moved another child, differentiated learning.</p> |
| 2 reds in a day | Internal exclusion for the remainder of the day | SLT logs exclusion and contacts parent. |
| A further 2 reds in the same term (4 in total) or equivalent in yellows where 2 yellows equates to 1 red. | <p>KS1 – SLT meeting with parent.</p> <p>KS2 – SLT meeting with parent.</p> | Letter sent home including details of yellow and/or red behaviours. |
| A further 2 reds in the same term (6 in total) or equivalent in yellows where 2 yellows equates to 1 red. | <p>SLT meeting/conversation with parent.</p> <p>KS2 – 1 day internal exclusion. Letter home</p> | SLT phones or speaks to parent. Letter sent home. |
| A further 2 reds in the same term (8 in total) or equivalent in yellows where 2 yellows equates to 1 red. | SLT and parent meeting. | SLT, teacher and parent meet to discuss next steps and/or individualised support plan. |

Play and Lunchtime Incidents

'Kind Hands, Kind Feet, Kind Words'

All incidents (following an initial warning in the case low level behaviours) should be referred through 'Time In'.

| Action | Consequence | Intervention/Follow up |
|---|---|---|
| Low level behaviours | 10 minutes exclusion from next play as appropriate. | Incidents reported at the end of, or after play will be referred to 10 minutes missed play at the next opportunity. |
| Physical violence towards a student (including throwing objects aimed at a student). No injury. | Red issued Remainder of lunch spent in 'Time In'. | Incident recorded as a 'Play Time Red' and inform SLT of racist or homophobic incident. |
| Spitting at a student or adult | | |
| Swearing (directed at a student and heard by an adult) or significant verbal abuse including racist or homophobic comments. | | |
| Swearing (directed at an adult) including significant verbal abuse. | | |
| Physical assault on a student where an injury is caused. | Red issued Remainder of lunch spent with SLT. Internal exclusion | SLT to support where possible and phone call made to parents. |
| Refusal/failure to go to leave playground after an incident. | Red issued Whole of following lunch time spent with SLT where available. | Next day's lunch also missed. |