



# **OAO Behaviour Protocols & Expectations**

**September 2022**

# Behaviour Protocols & Expectations

## Our Expectations

Here at OAO we follow the 'OAO Way', this is a phrase to describe the daily routines and protocols that students must adhere to. We have clear expectations that students are expected to model every day.

## Positive Behaviour Management

It is important to focus on the positive: catch pupils being good and focus on those who are "doing the right thing". Staff are trained to use the phrase "thank you" as the final part of a request and provide students with choices aimed to improve behaviour before it deteriorates.

We are committed to rewarding students who demonstrate the academy values, display excellent standards of behaviour or academic achievement and are role models with regards to the Oasis 9 Habits. When a student is displaying desired behaviours and achieving high standards in their work they will receive verbal praise, class certificates, praise postcards and achievement points.

Achievement Points are awarded to students by the staff and once certain criteria have been met, the student will then be rewarded. Students can gain positive points for a variety of different behaviours, such as habits, pastoral, achievement, academic and faculty.



## Common approaches to rewards and consequences

### Rewards

- It is important to focus on the positive: catch students 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.
- Celebration of positive behaviour underpins all aspects of Academy life
- De-escalation and diffusion are 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

### Sanctions

If a student does not follow instructions, disrupts the lesson or refuses to work a sanction will be given. Dependent on the student's age, the nature of the offence and the severity of the behaviour, the academy will use a range of strategies to correct student behaviour.

The academy uses a chance, warning and action system for students who do not demonstrate acceptable behaviour.

**Chance:** Rule reminder/Verbal Warning

**Warning:** Name written on the board

**Action:** Detention (same day detention, unless the detention was issued during the last period, see detentions for more details).

Continued disruptive behaviour will result in immediate removal of the student by on call to the remove room.

The Academy runs same day detentions from the end of the formal learning day, unless the detention was issued during the last period, in this instance the detention will be rolled over until the following day. Detentions are given for persistent low-level disruption, poor behaviour, defiance and for disturbing others. It is the duty of the member of staff issuing the detention to log on Bromcom for all behaviours other than Principal's Detention.

If detentions are missed then they are escalated to the next stage i.e., a missed 30-minute detention becomes a 60-minute detention, a missed 60 minute becomes a Principal's Detention and a missed Principal's Detention becomes a day in IE.

Any incident deemed to be serious may result in a Principal's detention being issued, this is at the discretion of the year team.

During the detention, the student will be issued with a 'reflection sheet'. This will clearly explain the reason for the sanction and will ask a series of questions for students to reflect upon and complete. The reflection sheets will be based upon the Oasis 9 Habits and remind our students of our responsibilities to each other. The member of staff who issued the detention will visit the student to hold a restorative conversation.

Each week there will be a focus on a particular behaviour or issue, for example, chewing gum, any student found chewing gum that week will be placed on a 30-minute detention. The standard drive will be announced to students by the Assistant Principal in the pastoral briefing and shown on the screens around the academy. Examples of a standards drive are keeping coats and mobile phones in lockers, not chewing gum and wearing the correct uniform.

Serious incidents will result in a period of time in IE or even a Disciplinary Placement. This is at the discretion of the Senior Leaders in charge of Behaviour and Attitudes. Where the serious incident concerns another student or a member of staff, restorative conversations will take place. Please see examples of consequences below which may be used where behaviour falls below expected standards.

**Use of consequences and sanctions** - Effective consequence systems apply the following principles:

- Consistency yet professional judgement is applied
- Clarity of expectations for students, staff and families
- Training for staff to positively and effectively implement consequences

**Examples of consequences:**

- A look from an adult
- Praising a child who is on task and therefore reinforcing good behaviours
- A verbal or non-verbal reminder of the rule/expectation and the behaviour you want to see
- The adult moving closer to the student
- Removal from the class
- Tracker/report cards
- Reset conversation with significant adult/mentor
- Regular pastoral 'check-ins' for self-reflection
- Year group leader / phase leader referral
- Meetings with parents
- Detention
- Time out to access learning (TOTAL)
- Managed Move for a fresh start
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

**Systems, Structures and Routine that promote student support:**

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. (See OCL Student Equality and Diversity Policy) Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

**Restorative conversations**

Restorative conversations are solution-focused practices, which aim to find a positive way forward. It offers the opportunity to discuss the issue, explain the impact of actions and make offenders take responsibility for what they have done. The opportunity for restorative conversations will be available during detention at the end of the school day. After staff have walked students out of the building, they will go to the detention room to hold a restorative conversation with the student, this will enable the teacher to explain the impact of the negative behaviour and afford the student the opportunity to make amends. A restorative conversation is not the same as a 'disciplinary' conversation and when used regularly reinforces the importance of resolving relationship issues in a problem-solving manner.

# OUR EXPECTATIONS

- ✓ We always show kindness and respect for each other
- ✓ We always take responsibility for our behaviour and exercise self-control
- ✓ We are always ready and equipped to learn
- ✓ We are always punctual
- ✓ We wear our uniform with pride
- ✓ We do not use personal electronic equipment
- ✓ We do not chew gum
- ✓ We only consume food and drink in the dining area
- ✓ We do not consume fizzy sugary drinks





Creating a  
community of  
choices & chances

# CELEBRATING SUCCESS

## WE RECOGNISE AND REWARD SUCCESS IN:

- Excellent attendance and punctuality
- Excellent effort, behaviour and progress
- Improved attendance and punctuality
- Improved effort, behaviour and progress
- Personal achievement
- Contribution to academy life and the wider community
- Attendance to afterschool clubs and revision sessions



## WE CELEBRATE AND RECOGNISE SUCCESS THROUGH:

- Star of the week
- Year group points and celebration
- Meeting with the Principal
- Corridor and plasma screen displays
- Postcards and phone calls home
- Academy Achievement Points
- Termly Achievement Points lottery
- Termly celebration assemblies
- Rewards trips
- Annual award ceremony

