

Level 1 – Academy Vision and Values

At Oasis Academy Oldham, we are proud to serve a truly diverse community. We are committed to working in collaboration with our wider community by demonstrating kindness, compassion and a relentless positivity building a strong ethos of inclusion.

As well as excellent behaviour and high academic standards, we are committed to our school community being about more. Our Just Cause is what we do to make our school the best it can possibly be.

We are focused on: **“Creating a Community of Choices and Chances”**

At Oasis Academy Oldham, we want to give all staff and students the confidence and reassurance to return to school safely. Due to current government guidance, we all need to accept that routines and structures and day to day learning will look very different during this time. Every member of staff and every student has the right to feel safe when attending Oasis Academy Oldham, this home school agreement will outline the expectations of all students when attending school over the coming months. When attending the academy all expectations below must be adhered to in order to keep all staff and students safe.

Level 2 – Personal Development Curriculum

At OAO our personal development programme works to provide our students with a rich set of experiences in a coherently planned way by mapping the content and delivery of:

- PSHE
- Pastoral curriculum
- CAEIG
- Rewards
- Student Leadership

During the September term, the amended COVID19 curriculum offer will mean that Years 7 & 8 continue to benefit from the full personal development provision as part of their usual timetable. Years 9 & 10 will experience the PSHE strand of the personal development provision however this is likely in Term 1 to be fortnightly rather than weekly. The aim is to revert to weekly PSHE in Term 2 if not earlier. Year 11 now have their PSHE provision within morning pastoral curriculum time twice weekly.

Our personal development programme promotes:

- The development of responsible, respectful and active citizens
- promoting equality of opportunity
- Promotes an inclusive environment
- Develops students’ **character**, giving them qualities they need to flourish in society
- Develops students’ **confidence** and **resilience** so that they can keep themselves mentally healthy
- Prepares students for the next phase of education

We have developed:

- A curriculum which extends beyond the academic
- The curriculum and wider work of the academy supports students to be **confident, resilient and independent**
- There is high-quality pastoral support within the school
- Students are prepared for life in modern Britain, and understand how to be responsible, active citizens that contribute positively to society
- Effective promotion of equality and diversity within the school
- Students are **prepared for future success** in education, employment or training

Level 3 – Academy Behaviour Systems, Structures and Routines

Academy Expectations

Whilst students are attending Oasis Academy Oldham they are expected to;

- Adhere to our academy values at all times, students are reminded of the expectation to demonstrate the 5 p’s at all times whilst in the academy;



Positive – I will respond positively to all staff and students

Prepared – I will come to school with the correct equipment

Punctual – I will be on time to school and all lessons

Polite – I will follow instructions first time

Proud – I will wear my uniform with pride in the Academy

Attending the academy

- Students should follow the government guidance on how to travel safely and minimise the use of public transport for travel to and from school, if at all possible, by walking, cycling or getting dropped off and picked up in a car, by a member of your household. Where public transport is used to and from the academy, a mask must be worn at all times.
- Students should wear clean clothes every day, and are expected to wear full school uniform at all times, a clean shirt/skirt/trousers should be worn and washed at the end of each day.
- The Oasis Trust have mandated the wearing of face coverings for all students and staff at key points throughout the school day. Oasis Community Learning Trust has arranged for reusable face coverings to be issued to all students on their first day. This will become the responsibility of the student. Students should travel to school in a different, separate face covering, particularly if they are using public transport. On arrival to school students should remove their own face covering from home and store in a plastic zip lock style bag from home within their school bag and sanitise hands.
- Hand sanitiser will be provided at the point of entry to the academy and throughout the school day.
- Students will wear their mandated academy face covering on entry to the academy and when moving around the building throughout the day. The mask should not be worn within the classroom environment, **however should be worn under the chin at all times.**

In class and around the academy

- Students must listen to all members of staff at all times, who will give relevant instructions of the procedures when in the academy. If at any time students are unsure of any instructions, they must seek clarification from a member of staff.
- Each year group has been allocated an area of the academy, where they will register and participate in all lessons, every day. Students must stay in their designated area of the academy at all times, unless instructed otherwise from a member of staff. They must adhere to the seating plan given to them in their designated classroom.
- **No students must cross into another bubble on health and safety grounds, due to the risk of cross contamination.**
- If at any point in the day a student needs to leave their seat, they must inform the member of staff who will give relevant instructions to follow.
- Students must observe social distancing rules when speaking to all members of staff and students from other bubbles, by keeping 2 metres away whenever in contact with them.
- Students must move around the school as per specific instructions e.g.
- Designated classrooms – respect the different designated classrooms assigned to different groups of students and follow the one way system routes in order to minimise contact with others.
- Out of bounds areas – students should not enter any area of the academy, other than their own designated work area.
- Queuing – students must observe social distancing, where possible by staying 2 metres apart when queuing to enter or exit an area, to use the printer, to use the toilet etc.
- Students must avoid sharing stationery (pens, pencils, rulers, paper, books etc) and other equipment where possible, including food and drinking bottles. Students must come prepared for the school day, bringing their own school bag which carries a pencil case (with all mandatory equipment), a planner, a reading book, tissues and hand sanitiser.
- Students must treat all others with care and respect at all times, must be sensitive to the feelings of others and communicate effectively with all members of staff and all students.
- Students must complete all tasks set to the best of their ability, in every lesson, every day.
- Students must help to keep the environment clean and safe and treat all equipment with care.

On Entering and Exiting the academy, students must;

- Enter and exit the academy by the correct entrance for their year group.
- Follow the altered routines and times for arrival and departure at the start and end of the day.
- **On exit from the bubble, please ensure students are not dismissed until the ALT link has directed. This is to ensure that students in separate bubbles do not cross over at any time.**
- Remove any outdoor clothing on entering the building and leave in the designated classroom until exiting the building at break, lunchtime or the end of the day.

At Break and Lunchtime, students must;

- Follow the altered routines and times for break and lunchtimes.
- Minimise contact and mixing with others by socialising only with students from the designated year group bubble.
- Leave school bags in the designated classroom.
- Respect social distancing measures, which must be observed at break and lunch times by staying in small groups where possible.

Hygiene

- On entering the building students must thoroughly wash or sanitise their hands. They will be instructed at regular intervals throughout the day to wash or sanitise their hands for the safety of all staff and students.
- Students must follow instructions on hygiene and demonstrate good hygiene practices, such as;
- Good respiratory hygiene (follow the 'catch it, bin it, kill it' approach for coughing and sneezing - use a tissue or elbow to cough or sneeze into and use bins for tissue waste, then wash or sanitise hands immediately).
- Frequent hand cleaning and sanitising (cleaning hands more often than usual, and as directed, on arrival; before and after sessions; before and after eating, after using the toilet and after sneezing or coughing).
- Avoid touching their mouth, eyes and nose.
- Do not cough or spit directly at or towards any other person, deliberately or otherwise.
- Avoid touching surfaces unnecessarily unless needed to e.g. door handles, windows, rails etc.
- Should a student require the toilet or first aid during a lesson, the member of staff should request on call through the behaviour alert on Class Charts, to ensure the student is escorted at all times. No student should be sent out of the classroom unsupervised.

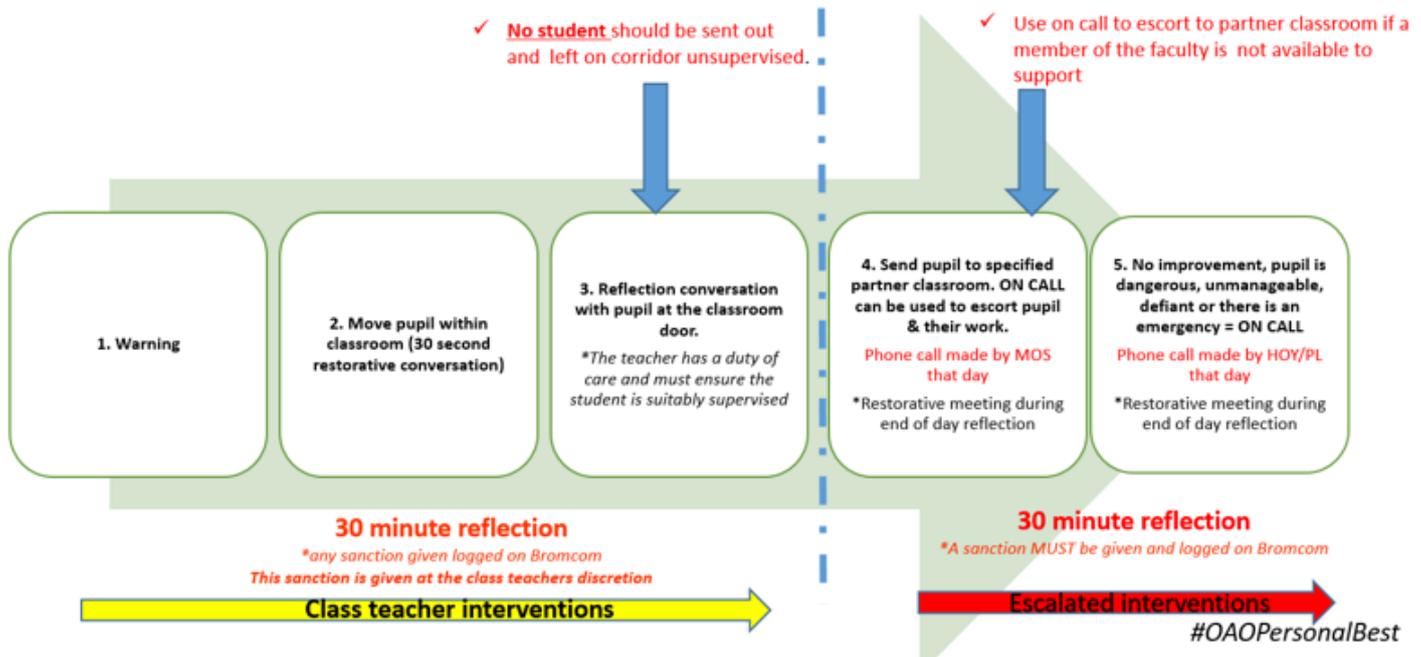
Monitoring positive and negative events

- Faculty Leaders, Heads of Year, Assistant Heads of Year, Pastoral Leaders, Teachers and Pastoral Tutors should monitor both positive and negative events of students in their faculty area/year group/class/pastoral group. Recognition for positive events and interventions for negative events should be put into place, through discussions with the Head of Year and/or Head of Faculty. There will be a time slot allocated to positive and negative event data in Pastoral Curriculum time each week.

The OAO way is a staged approach to behaviour management within the classroom. This approach should be used consistently by all members of staff when dealing with any behaviour issues.

The OAO Way

Behaviour for Learning toolkit – The staged approach



Stage 1 – verbal warning from the member of staff requesting for the student to focus (this should be used after non-verbal communication has been tried with the student).

Stage 2 – if behaviour continues, calmly ask the pupil to move within the classroom to a more suitable seat.

Stage 3 – if the behaviour shows no improvement, calmly ask the pupil to move to the classroom door, where a 30 second intervention should take place (maintaining social distancing).

At this stage it is at the discretion of the member of staff if a 30 minute same day reflection is issued. If the member of staff chooses not to record ‘refusal to follow instructions’ which automatically generates a 30 minute reflection, an event of ‘low level disruption’ should be recorded, with a comment, as a minimum.

Please refer to the teacher toolkit ‘Graduated Approach Wave 1’ and the ‘Creating a Strong Classroom Culture’ documents to support with classroom strategies for preventing behavioural issues within the classroom.

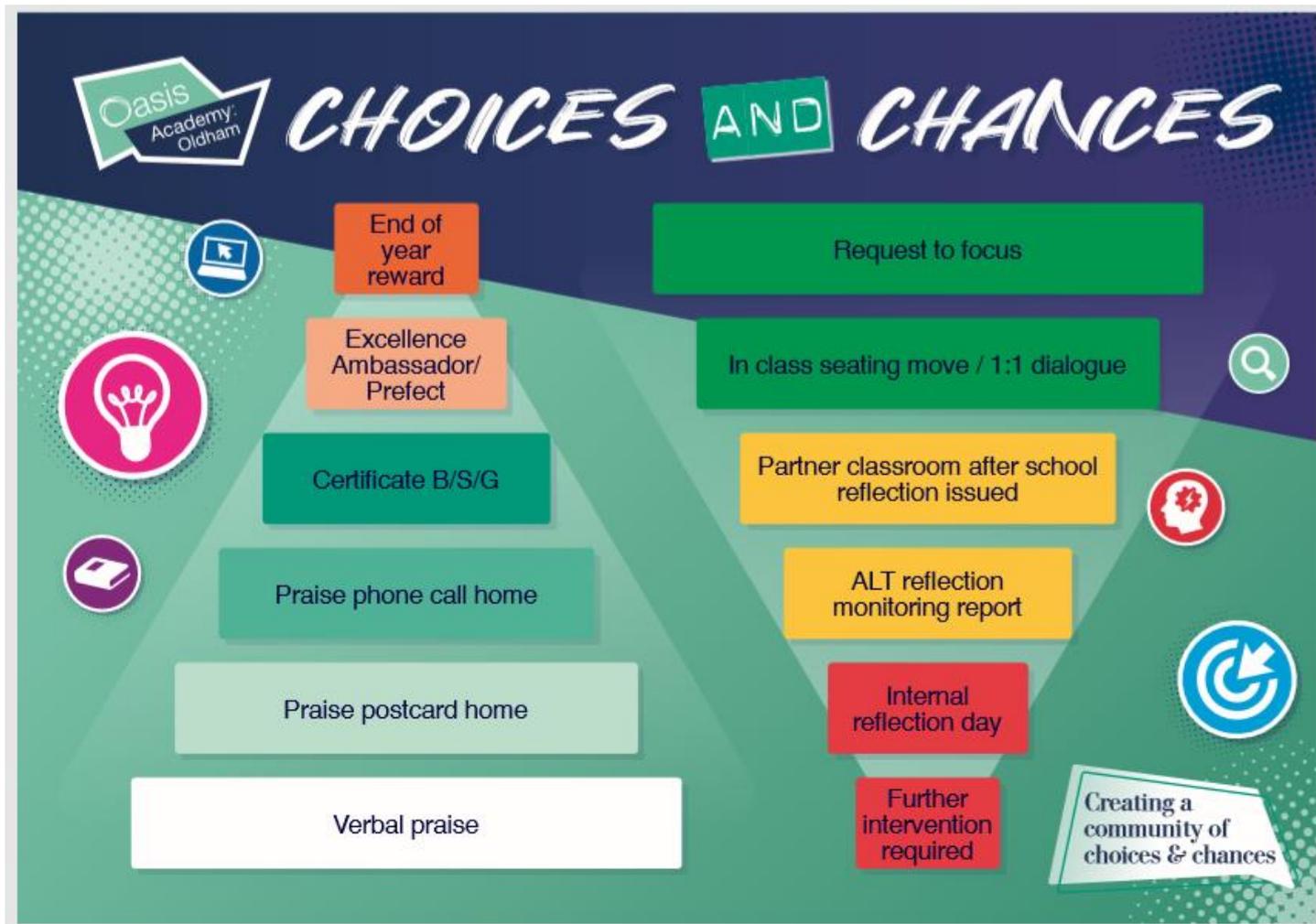
Stage 4 – if the behaviour issue continues, please request on call, who will escort the pupil to the partner classroom. Ensure work is given to the pupil, so that they can continue with classroom tasks.

At this stage the member of staff must issue a 30 minute same day reflection and ‘partner classroom’ should be recorded, with a comment made to highlight the behaviour issue. The member of staff must make a phone call home to parents/carers to discuss the incident and attend the 30 minute reflection at the end of the day to hold a restorative justice conversation with the student.

Stage 5 – if the behaviour issue continues, please request on call, who will escort the pupil to the year group internal reflection room. Ensure work is given to the pupil, so they can continue with classroom tasks.

At this stage the member of staff in the internal reflection room must issue a 60 minute same day reflection and ‘removal from partner classroom’ should be recorded, with a comment to highlight the behaviour issue. The member of staff in the internal reflection room must make a phone call home to parents/carers to discuss the incident.

Choices and chances posters will be displayed in every classroom in the academy. The choices and chances pyramid should be referred to during all lessons and the specific language of the pyramid should be used when having one to one conversations with the students, and when encouraging positive behaviours and preventing negative behaviour.



Removal from a Classroom

Once all strategies from wave 1 of the teacher toolkit have been exhausted and a removal from the classroom is required, please ensure the following protocols are followed;

- Request an on call using the behaviour alert on Class Charts.
- Students will be escorted to the year group bubble reflection room, where they will find work provided by each faculty.
- Teaching staff must ensure that the incident is logged on class charts as 'partner classroom' which ensures an automatically generated 30 minute same day reflection is issued.
- Staff must notify the student that they have been issued with a same day reflection.
- Teaching staff must ensure a phone call is made home to parents/carers and attend the reflection at the end of the day (in the year group internal reflection room) to have a restorative justice conversation with the student.
- If behaviour does not improve inside the reflection room, the member of staff must request on call, who will escort the student to the ALT link.
- The member of staff supervising in internal reflection must ensure that the incident is logged on class charts as 'removal from partner classroom' which ensures an automatically generated 60 minute same day reflection is issued.

Internal Reflection

Each year group bubble will have a designated classroom dedicated to internal reflection. A member of the year team (Pastoral Leader, Head of Year or ALT link) or Faculty Leader will supervise the room each period. Internal reflection will be used when;

- A student has been removed from a classroom during a lesson.
- Awaiting collection from parents, should a student be sent home for breaching specific COVID-19 related behaviour incident rules.
- For serious incidents, students will spend a day in the internal reflection room.

Daily Reflections

Reflections will take place each day after the end of the day for any pupil who has failed to meet the expectations of the academy during the day.

- If a 30 minute same day reflection is issued, the student will be notified by a member of staff, parents/carers will be notified via the school text system.
- It is the responsibility of the student to attend the reflection, which will be supervised by a member of the year team in the year group bubble internal reflection room.
- In the reflection, the student will complete a restorative justice conversation with the member of staff involved alongside a reflection sheet, aimed at reflecting on misbehaviours and focusing on ways to improve the behaviours moving forward.
- The reflection sheet will be filled by the year group team.
- If the student fails to attend the 30 minute reflection, an escalated reflection of 60 minutes will be issued for the following night after school.
- All students issued with a 60 minute reflection will be collected from their p5 classroom by a member of the year team during the last 5 minutes of the lesson and escorted to the year group internal reflection room.
- Failure to attend a 60 minute reflection will result in a 2 hour ALT reflection, where they will be collected by a member of the year team at the end of the day to ensure attendance.

Specific COVID-19 Related Behaviour Incidents

This section covers potential COVID-19 related incidents and makes provision for the Academy to be able to sanction, up to and including exclusion, any student who fails to meet our expectations due to a COVID-19 related incident. *Including, but not limited to:*

- Students who fail to comply with new ways of working, and new operational procedures that have been implemented to keep the school community safe, for example: altered routine for arrival and departure; groupings (bubbles) of students; designated work areas; one way movement routes; restricted numbers in areas; new procedures for social times, enhanced hygiene etc.
- Students who go 'out of bounds' by failing to remain in their own designated classroom.
- Students who wilfully refuse to respect and adhere to social distancing arrangements when in contact with members of staff, or students from another bubble.
- Students who fail to cooperate with enhanced hygiene expectations e.g. regular hand washing.
- Students who deliberately cough, or pretend to cough, at or near anyone else, putting them at risk.
- Students who deliberately spit directly or indirectly, either at anyone else or on the ground, putting others at risk.
- Students who engage in any other behaviour that is likely to cause harm due to COVID-19.

Any student displaying any of the above behaviours, which jeopardise the safety of staff and students will be asked to leave the academy immediately.

Students will need to wait in the internal reflection room in their year group bubble until they are collected from school by their parents/carers. On arrival parents/carers will be met with a member of the year team, to discuss the behaviour presented.

- Students refusing to wear a face covering as directed will be issued with a 30 minute same day reflection.

Specific COVID-19 related behaviour incidents should be reported immediately to a member of the year team through the COVID 19 button on Class Charts. The incident must be recorded on Class Charts and a serious incident sheet should be completed and emailed to the year team on the same day as the incident took place.

Culture for Learning During Online Learning

In the event of a bubble being temporarily closed down due to a member of the bubble testing positive for COVID-19, students are expected to access online learning at home. Please ensure the following behaviour rules are adhered to;

- Students must turn their camera and microphone off during an online lesson.
- Students must only use the chat function to ask purposeful questions to their teacher.
- Students must not use the internet in an inappropriate way.
- All teaching staff will ensure all lessons are recorded in order to safeguard the student, themselves and to ensure there is no misbehaviour.
- All online lessons and internet usage is carefully monitored, if the student is found to breach any of the online learning rules, they will receive a temporary ban of using Microsoft Teams to access live lessons.

Rewards Policy

Students will receive rewards due to their effort and excellence whilst participating in lessons in the academy.

- Students should be acknowledged for their efforts in lessons. Teaching staff must choose a 'Lesson Legend' in each lesson, and students must receive a postcard to acknowledge their efforts.
- Positive communications via phone call or text message should be made home to the parent/carers to acknowledge positive behaviour.
- Any student who has received 3 or more lesson legends postcards in a week (both in academy lessons and online lessons) will be recognised by their Head of Year during weekly assemblies on Microsoft teams.
- Half termly rewards will be given to all students who achieve the excellence and progress in subject award (as nominated by subject staff) in the end of half term rewards assembly on Microsoft teams.
- Students who demonstrate any of the academy 9 habits or LORIC attributes during time spent in the academy will be recognised by receiving a postcard from any member of staff and/or their peers.
- All positive events must be logged on Class Charts.
- Faculty Leaders, Heads of Year, Assistant Heads of Year, Pastoral Leaders and Pastoral Tutors should monitor rewards of students in their faculty area/year group/pastoral group and recognise students who are regularly receiving rewards points. There will be time given in Pastoral Curriculum time to recognise positive behaviour.

Level 4 – Behaviour Training and Professional Development for Staff

At Oasis Academy Oldham we strongly support the view that teaching is a practice based profession. The idea that we operate in an 'on stage' and 'off stage' industry. An industry where there are higher stakes 'on stage', as you only get one opportunity in that particular moment, with that particular student and class, on that topic or issue. It is our goal, therefore, to make sure that we maximise our staff opportunities to rehearse and practice those repeated moments, techniques and strategies in the 'off stage' environment available through continued professional development. We do this as we know that this practice means that we are better prepared and more confident to adapt in the high stakes 'on stage' world.

The CPD curriculum followed, therefore, aims to incorporate the six strands below. We apply these 6 aspects of best practice CPD to a breadth of topics, including T&L pedagogy, curriculum, culture for learning and more.

1. Frequent practice
2. Micro-scripting
3. Regular instructional coaching
4. Tailored feedback based high leverage small action steps
5. Subject specific pedagogy development
6. Whole school, consistent, policy

We are demonstrating the value we place on CPD, even further, by allocating timetabled time to it, every Thursday period 5. This compulsory, weekly, slot will allow all staff to engage in professional learning on a weekly basis. During the CPD calendar, there will be a number of sessions dedicated to Culture for Learning. Culture for Learning systems, structures and routines will also feature in teams as a regular online recording until Culture for Learning briefings resume.