



BEHAVIOUR FOR LEARNING HANDBOOK

September 2021

Introduction

Oasis Academy Temple 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 practice, so that our students learn to:

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

The Oasis Education Charter



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

- ☐ We model and set high aspirations and expectations for every child and young person and member of staff
- ☐ We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- ☐ 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, Careers Education Information, Advice and Guidance 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 |  Harmonious climate for learning where all young people can flourish and thrive. |
|--|--|---|---|
| 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 | |
| 2 Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, 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

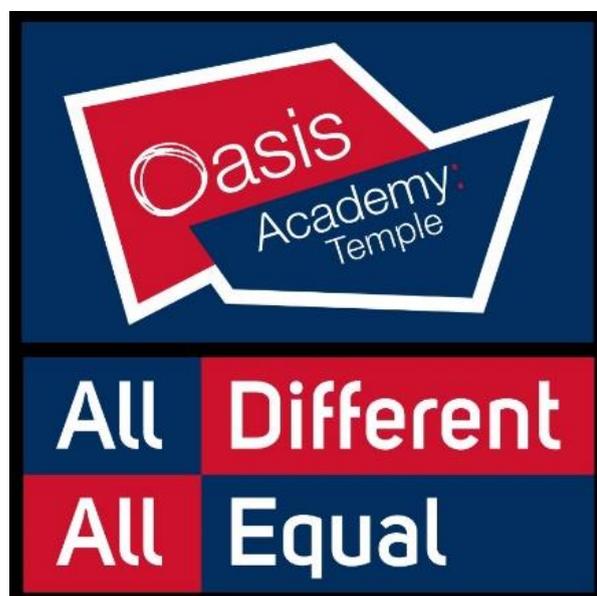
Character Education at Oasis Academy Temple

As an Oasis Academy we believe in providing exceptional education at the heart of the community with an emphasis on inclusion, equality, relationships, hope and perseverance, rooted in the firm belief that members of disadvantaged communities can and should achieve great things.

We believe that by developing character, competence and community we will enable this potential to flourish.

At a localised level we embody our belief that learning is exciting magical and a life long journey.

Being part of the Oasis family of academies, the overarching vision of our Academy is to provide 'Exceptional Education at the Heart of the Community'. We want to ensure that all of our young people, whatever their starting points or background, get the education they deserve - and they deserve nothing less than exceptional. Our school moto "All Different, All Equal" is at the heart of this belief.



Oasis Ethos and the 9 Habits

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

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

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

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



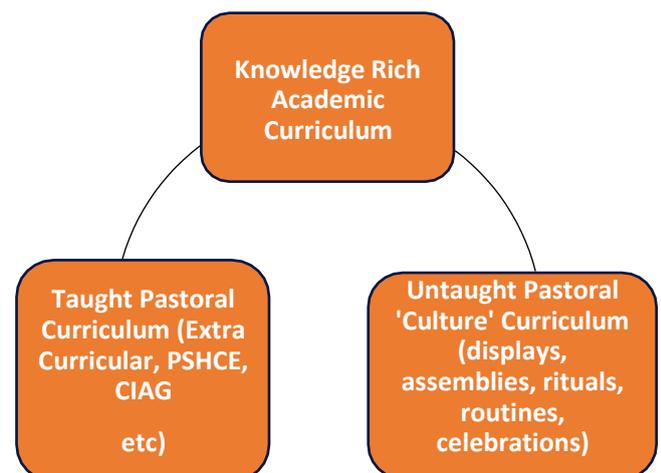
At Oasis Academy Temple we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. Our curriculum themes explore the habits on a deeper, personal level. We as adults embody the Oasis nine habits and use these to develop our skills when dealing with students and recap our knowledge and understanding of them through staff-briefing and CPD sessions. Within our behaviour approach they are used as a reflective tool once regulation has occurred.

LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

Character Education at OAT

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

1. The 'taught' character curriculum:
 - CEIAG (careers education, information, advice, and guidance)
 - PSHCE (physical, social, health and cultural education)
 - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
 - Extra-curricular programme (e.g. before- and after-school clubs and societies)
2. The culture created by staff behaviours and the systems and routines of a school This is often less tangible and may be seen in the way assemblies are conducted, in form time / family time, in corridor conversations, and in signs and symbols around school. This is often summed up as 'the way things are around here'



OAT Curriculum Overview

The Primary Education phase of your child's life is so important in terms of helping children develop and build the foundation of necessary skills for learning and retention. These are the years where we can influence the desire to learn and to create a life long passion for learning.

At Oasis Academy Temple, we aim to:

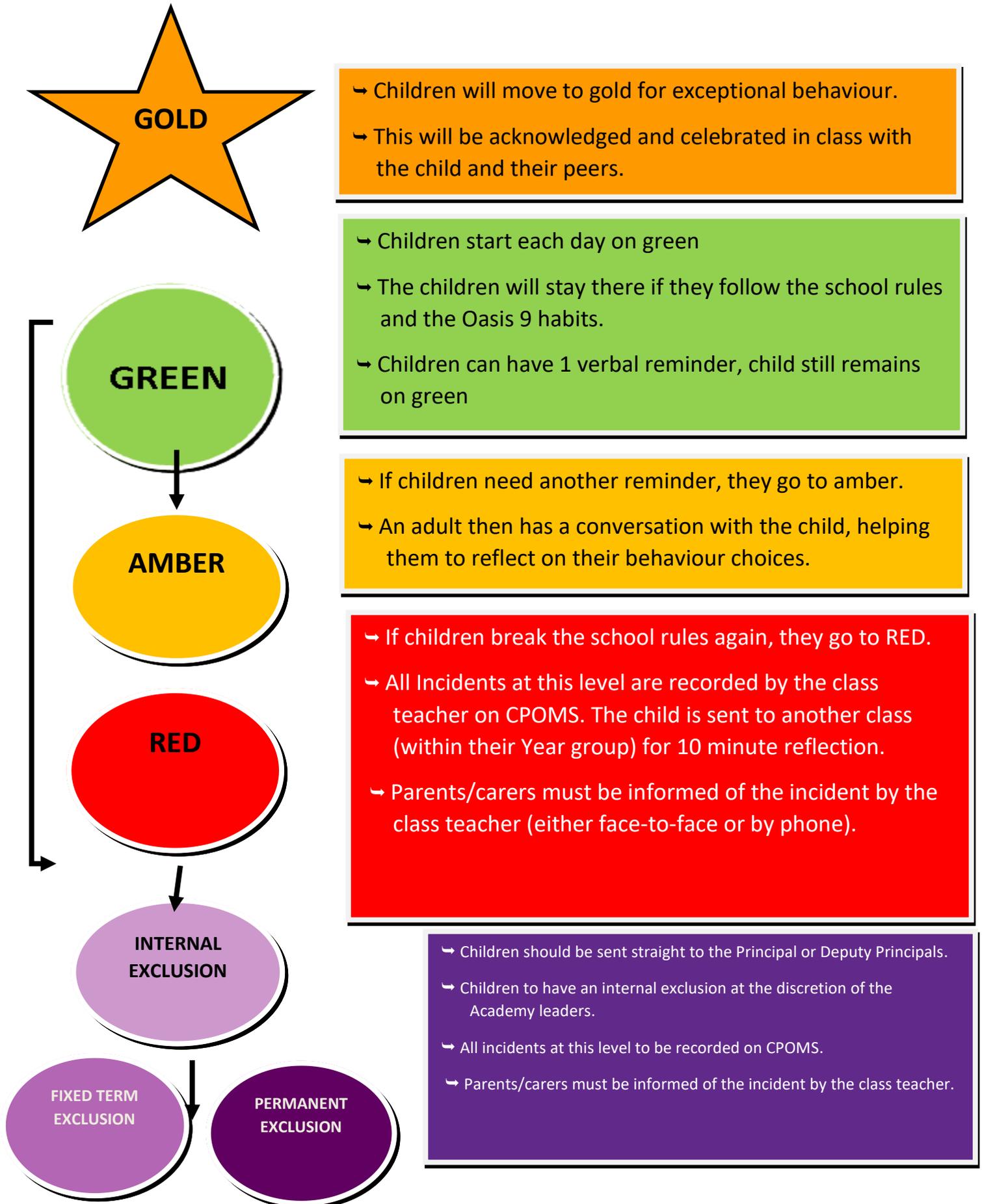
- Help our children become independent life-long learners and thinkers, with the ability to problem solve
- Ensure children develop a thirst and excitement for learning, enabling every child to learn beyond their potential
- Ensure our children are nurtured, well-rounded, happy individuals with the confidence and skills to make a positive contribution to society

In order to achieve this we know that we need to:

- Provide transferable life skills through a fun, positive, practical environment, which allows for learning experiences both inside and outside of school
- Ensure children have equal opportunities, regardless of race, gender, culture, religion, ability within a nurturing environment
- Develop the children's unique personalities by giving them opportunities to learn in their own ways
- Teach children to learn and grow from their mistakes
- Ensure children are literate and numerate

LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

At OAT, the traffic light system is used across the school as part of our Behaviour Policy.



Oasis Academy Temple Reward System

Daily Positive Behaviour Reinforcement

- ☒ Consistency of expectations
- ☒ Building good relationships with pupils
- ☒ Positive classroom atmosphere
- ☒ Focus on the positives—consistent, calm and fair application of approach
- ☒ Positive verbal praise
- ☒ Show the children you care in everything you do
- ☒ Praising children who on task as good role models
- ☒ Class dojo
- ☒ Stickers

Class Dojo

- ☒ Oasis Academy Temple uses ClassDojo to reward students for following the school rules and 9 habits. Only 1 point is awarded at any time. Any member of staff can award children a ClassDojo point.
- ☒ When a pupil reaches the 30, 60, 100, 150, 200 and 300 point targets, they will receive a certificate.
- ☒ Each academic year, the points are reset to zero.

Class Celebration Jar

*Each class is to work as a team to fill their Class Celebration Jar to work towards a class treat that they have chosen. This is a reward jar so once marbles are awarded they cannot be removed for a sanction. Sanctions are linked to the traffic light system.

*Each class in school will have a Class Celebration Jar and 50 marbles

*One marble to be rewarded at a time. This can be for a class, group or individual achievement.

*The jar is to be filled with marbles as a reward for following the school rules and showing 9 habits behaviours (examples on the behaviour expectations document)

*At the start of each term the class will agree what their class reward will be when the marble jar is full and this should be displayed above the traffic lights in the classroom and shared with parents on class dojo. It should be linked to an area of the curriculum. E.g. Film linked to a curriculum area chosen by the children, PE, Art, computing, music, science, class interest.

*When the jar is full all the children get to take part in the class treat.

Achievement Assemblies

The assemblies will take place once a week on a Friday and children will receive the following awards:

- ➔ ClassDojo certificates for those who reach the 30, 60, 100, 150, 200 and 300 points targets.
- ➔ Oasis 9 habit of the month certificate (1 per class)
- ➔ Oasis 9 habit certificate (1 per class)
- ➔ Star in the jar award
- ➔ Half term attendance certificate
- ➔ Swimming certificates (KS2)
- ➔ For EYFS and KS1, daily reward within each classroom—Achievosaurus certificates

How we manage behaviour at break and lunchtimes

Our playground rules are:



Oasis Academy Temple Reward System

School Rules

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest
- **Keep your distance**
- **Be respectful**



When a child is disrupting or choosing not to follow the rules the Traffic light system will apply.

Staff on duty at lunchtime will record the behaviour on the behaviour tracker and let the class teacher know of the consequence given.

Reminder

Amber – sit out for 5 minutes (reflection time)

Red – sit out for the time remaining while playing in the playground

Sanction System

Non-Negotiables for behaviour (behaviour that warrants a child moving directly to red)

- Deliberate physical injury
- Deliberate behaviour intended to, or likely to cause physical injury
- Deliberate damage of other people's property
- Deliberate damage of the school building or school property
- Bullying of any type
- Verbal abuse including homophobic/racist language
- Disrespecting adults or children using inappropriate language, tone of voice or body language

School Rules

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest

Rights of Children

- To be able to learn
- To be respected and valued as a member of the school community
- To be educated in a stimulating learning environment
- To feel safe in school
- Responsibilities of children
- To follow the school rules
- To have high expectations of themselves

Our Well-being Champions, Friendship Squads, School Counsellors seek opinion and take part in student voice activities. This helps inform policy and procedure by keeping the child in mind. Training, guidance and support is provided throughout their role by the behaviour lead, however, there is scope for the children to contribute and introduce initiatives through discussion and student led proposals. These group of children are encouraged to become independent in their roles throughout the year. Their day-to-day roles are guided by the behaviour lead through regular meetings. Feedback from this group of children is delivered through assemblies and through the behaviour lead in ALT meetings and in staff briefing.

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 |

Level 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

| | |
|------------------------|---|
| Academy Leaders | <ul style="list-style-type: none">● Leaders are trained on using Academy data systems to ensure behaviour monitoring is robust and effective.● Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.● 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 practice 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 practice and key knowledge to all staff.● Leaders create an environment where great pastoral practice 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 Practice○ National Lead for Pastoral Innovation – 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 for pastoral leaders● 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 meetings● Managing grief● Managing self-harm● Preventing and dealing with bullying● Parental classes● Sexual orientation, gender identity LGBTQ empowerment |