



Localised Behaviour Procedures Version 2.0

These procedures should be read alongside the Oasis Community Learning Behaviour for Learning Policy.

Oasis Academy Leesbrook, 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

Ethos	+	Learning	+	People	+	Purpose	+	Inclusion	+	Curriculum
Rooted in what we believe		Who am I? Who am I becoming?		Exceptional strength and opportunity		In partnership with our communities		Driven through passion		The heart of educational provision

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

Summary of the 4 OCL Behaviour for Learning Levers

The Oasis Behaviour Policy is underpinned by 4 key levers:

1. **Academy Vision and Values**
2. **Personal Development Curriculum** (Oasis Ethos, 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	
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, 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

Oasis Academy Leesbrook Vision and Mission

Vision

Oasis Academy Leesbrook is a school where all young people receive a personalised educational experience. Students' academic skills, habits and personalities are developed allowing them to successfully progress to work or further education, whilst making a positive contribution to our community. We prepare our students to be future local, national and global leaders who the community look upon with pride and admiration.

Mission

Developing happy and successful leaders who are culturally enriched role models in our community.

At Oasis Academy Leesbrook, we endeavour to live out our vision every single day. Our mission for our students underpins everything that we do within the Academy and form the foundations for every decision that is made; from whole-school decisions, departmental decisions and decisions that pertain to safeguarding and student development.

We are supported in living out our Academy vision and mission through the oasis ethos and nine habits which underpins all that we do, not just in our academy, but in the wider community and in the way each of us lives our lives.

Oasis Ethos and the 9 Habits

We believe that continually developing our character to become the best version of ourselves is really important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits through our Personal Development curriculum, assemblies, learning and our comprehensive Cultural Enrichment programme.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Academy culture, behaviour and Inclusion

Oasis Academy Leesbrook believes that students will only achieve academic excellence and Outstanding outcomes within a calm, positive, focused, happy learning environment. Oasis Academy Leesbrook also believes that the distinction between behaviour being 'good', and behaviour being 'outstanding', is when students are enforcing and encouraging the behavioural and cultural norms themselves; the students have bought into the culture and the value system; they can see the worth of structure, calm and order and consequently, ensure that they encourage students to conform and discourage students who do not. These structured and cultural norms in a classroom ensure there is freedom for innovative and creative lessons, free from time wasting low-level disruptions. We believe every minute of our school day, and our Cultural Enrichment, is precious learning time and, to this end, we have a common and very detailed set of expectations and clear systems and structures so no time is wasted.

The following behaviours and social norms will be explicitly taught, modelled, reinforced and praised by the following:

1. Making people feel happy, included, safe and wanted (keeping negative thoughts to yourself, being thoughtful towards others)
2. Encouraging another student to behave in an appropriate way
3. Making eye contact when you are speaking to your friends, your teachers or visitors
4. Listening and respecting others when they are contributing or speaking
5. Smiling
6. Always saying "please" and "thank you"
7. Opening and holding doors for one another
8. Saying "Good Morning/Afternoon" "How are you?" "Can I help you?"
9. Volunteering to help other students or staff
10. Taking initiative
11. Doing what's expected when others are not

All students at Oasis Academy Leesbrook are on a journey to be 'happy and successful leaders who are culturally enriched and become role models within our community'. We expect this to happen by:

In lessons:

- Arrive to the Academy on time and to be sat down in your Family Room by 08:15 and get to all lessons on time
- Have the correct equipment in every lesson and their desk set out and ready for learning (planner, all stationary and reading book).
- Arrive to the lesson in silence, greeting the teaching, and taking out equipment (go to page 5 for equipment list). Then complete the Do Now activity in silence, whilst the music plays.
- Wear the correct uniform, smartly and with pride, throughout the day and when representing the school in the community
- Only drinking water, and not otherwise eating, chewing or drinking in class. No drink, other than bottled water is allowed in the Academy
- Being an active learner by engaging with the activities set by the teacher and demonstrating this by SLANTing (Sitting up, Listening, Asking and Answering questions, Nodding, Tracking the speaker)
- Always record homework in planners and complete homework on time, to an excellent standard
- Make sure that students catch up with their learning if they have been absent from school or have fallen behind for other reasons
- Believe that we are all part of a learning family and are all responsible/accountable for each other's behaviours. Students must encourage positive behaviour from all family members

Being a Leesbrook Citizen by:

- Always being inclusive - never isolating, insulting, excluding, undermining or swearing at anyone
- Never touching another student (playing, hugging, pushing, shoving, flicking)
- Never screaming or shouting
- Always respecting school property and taking care not to waste school resources – never defacing the building, dropping litter or spitting
- Students must always walk quietly in single file between lessons (one behind the other). On arrival at the classroom student must enter in silence as part of the 'Strong Start'
- The first person in any line always holds the door open for the rest of the students
- Always smile and say "Good morning" or "Good afternoon" to any visitor
- Always open the door for any adult
- Always remember you are an ambassador for the Academy when on trips or educational visits or out in the Academy.
- Always give up your seat for an adult or family with young children
- Always go home from school in an orderly, responsible way. Do not hang around on the streets.
- When travelling on public transport, always respect those around you, reminding other Oasis Academy Leesbrook family members of our expectations

SLANT - Students are expected to SLANT as their 'default' position in class as it is of best benefit for student learning* (**Doug Lemov "Teach Like a Champion Technique" Technique 32*)

SLANT:

- Sit up
- Listen
- Ask and Answer Questions
- Nod your head
- Track the speaker

Students will be taught how to SLANT and will be expected to demonstrate this behaviour in every lesson. As well as being a proven benefit for student learning, it also teaches students vital social skills which are expected in the work place.

Lever 2: Personal Development Curriculum

Personal Development Curriculum

As part of our commitment to provide an outstanding and broad spiritual, moral, social and cultural education, all pupils at Leesbrook will be participating in Personal Development Character Curriculum. This program is compulsory and is a feature of the statutory education in all schools in England. The curriculum is age appropriate and sensitive in its outlook, and will prepare pupils for adult life and relationships both inside and outside of school. This will build upon the PSHE program delivered in primary schools. Issues such as puberty, healthy relationships and personal hygiene will be explicitly taught. Lessons are delivered within Family Time by Family Leaders on a rolling program throughout the year, and will form a part of our Character Program. Other key parts of our Personal Development curriculum include our comprehensive programme of Curriculum Enrichment, which requires students to complete a minimum of two clubs each week and our detailed Careers Provision, mapped to the Gatsby Benchmarks from Year 7-11.

Year 7 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	LIFE AT LEESBROOK		C	ANTI-SOCIAL BEHAVIOUR		E	RISKY BEHAVIOUR	
1	Organisation	Character	1	The Law of the Land	Citizenship	1	Drugs	PSHE T5
2	Friends	RSE T2	2	Roles and Duties of the Police	Citizenship	2	Smoking	PSHE T5
3	Being a family - supporting each other	Character	3	Crime Prevention	Citizenship	3	Vaping - 'safe' smoking????	PSHE T5
4	Kindness	Character	4	Vandalism	Citizenship	4	Managing risk	PSHE T3
5	The power of our words	Character	5	Petty Theft	Citizenship	5	Safety at home	PSHE T3
6	Dealing with confrontation	Character	6	Knife Crime - Nationally	Citizenship	6	Safety online	PSHE T2
7	Bullying	RSE T2	7	Knife Crime - Locally	Citizenship	7	Safety online	PSHE T2
8	Assessment		8	Assessment		8	Assessment	
B	OUR RIGHTS		D	BEING KIND TO MY MIND		F	THE DREAM TEAM	
1	What is citizenship?	Citizenship	1	What is mental health?	PSHE T1	1	The Joy of Teamwork	Character
2	What are rights?	Citizenship	2	Mental health self-assessment	PSHE T1	2	Working in a team - Leadership	Character
3	The Rights of the Child	Citizenship	3	Physical health & mental health - the links	PSHE T1	3	Working in a team - Choosing Leaders	Character
4	Our Responsibilities	Character	4	Resilience	Character	4	Listening and Responding to others	Character
5	Our Responsibilities - Respecting Diversity	Character	5	Coping with change / when things go wrong	Character	5	Organising the job	Character
6	Our Responsibilities - Caring for others	Character	6	Happy hormones - the health effects of kindness	Character	6	Communicating	Character
7	"Stop the Traffik"	Citizenship	7	Mental Health Charities	PSHE T1	7	Building the Dream Team	Character
8	Assessment		8	Assessment		8	Assessment	

Year 8 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	RESPECT		C	ANIMAL CRUELTY		E	CONFLICT	
1	Respect - what, why and how [seeing each other as human]	Character	1	Big Picture - Skills and Knowledge	Citizenship	1	Managing Conflict - Social Media	PSHE T2
2	Racism - Race and Oldham	Character	2	What is animal cruelty?	Citizenship	2	Cyberbullying	PSHE T2
3	Homophobia	Character	3	Animals and the law	Citizenship	3	Gangs	Citizenship
4	Homophobia Case Study	Character	4	Animals and entertainment - dancing bears	Citizenship	4	Weapons Awareness	Citizenship
5	British Values	MBV	5	"This house believes" : the structure of a debate	Character	5	Prisons	Citizenship
6	Diverse Britain	MBV	6	Expressing opinion through debate	Character	6	Case Study - Strangeways	Citizenship
7	What is 'Britishness'?	MBV	7	Assessment - Debate: Zoos	Character	7	Conflict and Mental Health	PSHE T1
8	Assessment		8	Assessment - Reflection	Character	8	Assessment	
B	CHANGING RELATIONSHIPS		D	DRUGS		F	THE APPRENTICE	
1	Separation and Divorce	RSE T1	1	What are drugs?	PSHE T5	1	Building an effective team	Character
2	Blended families	RSE T1	2	The effects of drugs.	PSHE T5	2	Leadership	Character
3	All shapes and sizes - modern families	RSE T1	3	Why do people drink?	PSHE T5	3	Initiative	Character
4	DV & Childline	PSHE T1	4	Alcohol and the media	PSHE T5	4	Problem Solving	Character
5	Bereavement	PSHE T1	5	Alcohol, the law and politics	PSHE T5	5	Planning Events	Character
6	Being kind to our minds - managing changes in family	PSHE T1	6	Mental health, alcohol and drugs	PSHE T1	6	Approaching challenges with organisation	Character
7			7			7		Character
8	Assessment		8	Assessment		8	Assessment	

Year 9 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	MONEY MATTERS		C	RESPECTING OTHERS		E	HEALTHY LIFESTYLES	
1	Budgeting - spending and saving	Citizenship	1	Valuing others: Why and how	Character	1	Emotional Health & managing difficult emotions	PSHE T1
2	Borrowing and paying	Citizenship	2	Valuing others: The impact	Character	2	Being resilient: giving and receiving feedback	Character
3	Credit cards and pay day loans	Citizenship	3	Offending others: The impact	Character	3	Turning setbacks into success: overcoming barriers	Character
4	Banks, services and payslips	Citizenship	4	What is respect? Respectful language	Character	4	Homelessness and runaways	Citizenship
5	Tax, insurance and pensions	Citizenship	5	Sexuality: Respecting those who are different to us	Character	5	Manchester and homelessness	Citizenship
6	Mental health and money	Citizenship	6	Religion & Culture: Respecting those who are different to us	Character	6	Tattoos and piercings	PSHE T6
7	Seeking help when it goes wrong	Citizenship	7	Respecting our community: showing pride in our environment	Character	7	Dying for a tan?	PSHE T6
8	Assessment		8	Assessment		8	Assessment	
B	RESPECT: YOU AND YOUR BODY		D	A RIGHT TO LIFE		F	WHAT IS POLITICS????	
1	Respecting your body	PSHE T1&3	1	The Big Picture: Skills and knowledge	Character	1	Our right to vote	Citizenship / MBV
2	Body image	PSHE T1&3	2	Human Rights	Citizenship	2	The main political parties	Citizenship
3	Eating disorders - Boys	PSHE T1&3	3	A life for a life? In favour of the death penalty	Citizenship	3	MPs	Citizenship
4	Eating disorder - girls	PSHE T1&3	4	Amnesty Int: Against the death penalty	Citizenship	4	How do elections work?	Citizenship
5	Self harm	PSHE T1&3	5	Presenting: Voice and Body Language	Character	5	Leaders in politics	Character
6	STIs and contraception	RSE 5	6	Presenting: Structure	Character	6	The Monarch	Citizenship
7	HIV and AIDS	RSE 5	7	Presenting: Organising your ideas	Character	7	Does it really work?	Citizenship
8	Assessment		8	Assessment		8	Assessment	



Year 10 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	MENTAL WEALTH		C	REAL LOVE ROCKS		E	FUTURES	
1	What is Mental Wealth?	H8	1	Relationships in our lives: School, work, family, friends, romance	H8, H10, H1, H4	1	Skills for Success	L1, L2
2	Mental Ill-Health and Stigma	H8, H8	2	Rights, responsibilities and respect in relationships	H8	2	It's OK not to know! How careers work in the 21 st Century	L3, L6, L5, L10, G81
3	AOE's -	H8	3	FBII and Honour Violence	H1, H13	3	Having the edge: Soft Skills	L1, L6, G81
4	Managing Change with Positivity	H8, H9	4	Peer on Peer Abuse	H1, H9	4	Part 16: BTECs and T Levels	L4, L5, L6, G87, G81
5	A perfect storm? Anxiety, stress and depression	H8, H8, H9	5	Harassment and Upskirting	H1, H10	5	Part 16: A Levels and Apprenticeships	L4, L5, L6, G87, G81
6	Happiness - The Secret Recipe	H7, H18	6	Grooming	H10, H10	6	The Labour Market: Locally	L7, G82
7	Diet, exercise and self-care	H2, H7, H11	7	Coercive and abusive relationships (Disrespect/No Body)	H8, H1, H19, H19, H10, H10	7	The Labour Market: Nationally	L7, G82
8	Assessment		8	Assessment		8	Assessment	
B	MENTAL WEALTH II		D	REAL LOVE ROCKS II		F	FUTURES II	
1	Mindfulness	H7	1	When the time is right - different perspectives on sex in relationships	H10	1	College Life	
2	Mental Wealth and the Internet	H2, H7, H12, H28	2	Consent	H8	2	Balancing work and studies	H
3	Mental Wealth and Drug Use - From Prescription to Class A	H19, H20	3	Contraception I	H13	3	University	L4, L5, L6, G87
4	Mental Wealth and Body Image	H2, H3, H9	4	Contraception II	H13	4	Writing a CV	L10, G81
5	Seeking Support - Charities, Self-Help, Therapy and Friends	H7, H18	5	Healthy relationships online	H4, H10	5	Writing a Personal Statement	L10, G81
6	"Never Sad" - Is there such a thing?	H8	6	Sexting and Texting: The law and your rights	H1, H14, H10, H10	6	Smoothing the Interview! First impressions, honesty and honouring yourself	G81
7			7	Accessing help and support	H8, H7, H7, H13, H17, H10, H12	7	Assessment	
8	Assessment		8	Assessment		8		



Year 11 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	THE TRUTH ABOUT SEX I		C	LIFE FOR BEGINNERS I		E	THE END GAME	
1	Everyone's doing it? The truth about sex	R21	1	Independent Living: The Basics - Prioritising and Budgeting	L17, L18	1	Being kind to our bodies - Sleep and Diet	H2, H8, H11
2	Pleasure and Respect in Romantic Relationships	R1, R11, R12, H4, H26	2	How To: Rent a Property		2	Being kind to our brains - Revision and Rest	H2, H8, H11
3	The Problem with Pornography	R5	3	How To: Get Services (Gas, Electricity, Water)	L17, L18	3	Being kind to our minds - Balance and Diversification	H2, H8, H11
4	Diversity in Relationships: Sexuality, Gender Identity and Sex	R5, R6	4	How To: Get Broadband, TV and Mobile	L17, L18	4		
5	Sexual Health: STIs	H28, H29	5	How To: Apply for Support	L19, L20	5		
6	Sexual Health: HIV	H28, H29	6	How To: Keep your identity safe	H22, L22, L23, L26, L25	6		
7			7			7		
8	Assessment		8	Assessment		8		
B	THE TRUTH ABOUT SEX II		D	LIFE FOR BEGINNERS II		F		
1	Sexual Health: Unplanned Pregnancy	H30, H33, R24, R25, R26, R27	1	How To: Use the NHS	H14, H15	1		
2	BPAS	H30, H33	2	How To: Keep an eye on your health (Self-checking, screening)	H16, H17	2		
3	The Brook	H29, R7	3	How To: Manage a Health Emergency	H23, H24	3		
4	Alcohol, Drugs and Sex	R20	4	How To: Seek support for addiction	H25, H8, L19	4		
5	CPOMS Issue 1	TBC	5	How To: Interpret the Media	H18	5		
6	CPOMS Issue 2	TBC	6	How To: Participate Positively and Vote	Citizenship, BBV	6		
7			7			7		
8	Assessment		8	Assessment		8		



Blended Character and OFSTED

Curriculum actively teaches the value of diversity and importance of respect (Year 8, Term 1: "Respect"). Also highlights that with rights come responsibilities (eg: Y7, Term 1 "Our Rights").

Acknowledging difference and celebrating diversity are central themes and at the heart of what we do at Leesbrook. This is supported by the Blended Character Curriculum, eg: Year 8 "Respect" examines homophobia and racism in a national and local context and the diversity of Britain. "Changing relationships" examines families of all different shapes and types. Year 9 dedicates a whole unit to "Respecting Others" examining sexuality, ethnicity and religion / culture.

The issue of mental wellness is spiralled throughout the Blended Curriculum: Year 7 examining bullying and dealing with confrontation A6-7; "Being kind to mind" D 1-7. Year 8: bereavement, being kind to our minds ad Childline B4-6; conflict and mental health E7.

OFSTED will inspect how successful the curriculum is at:

- developing **responsible, respectful and active citizens** who are able to play their part and become **actively involved in public life** as adults
- developing and deepening pupils' understanding of the **fundamental British values of democracy, individual liberty**, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, **understanding that difference is a positive, not a negative**, and that individual characteristics make people unique
- developing pupils' character, which we define as a set of positive **personal traits, dispositions and virtues** that informs their motivation and **guides their conduct** so that they reflect wisely, learn eagerly, behave with integrity and **cooperate consistently well with others**. This gives pupils the qualities they need to flourish in our society.
- developing pupils' confidence, resilience and knowledge so that they can keep themselves **mentally healthy**

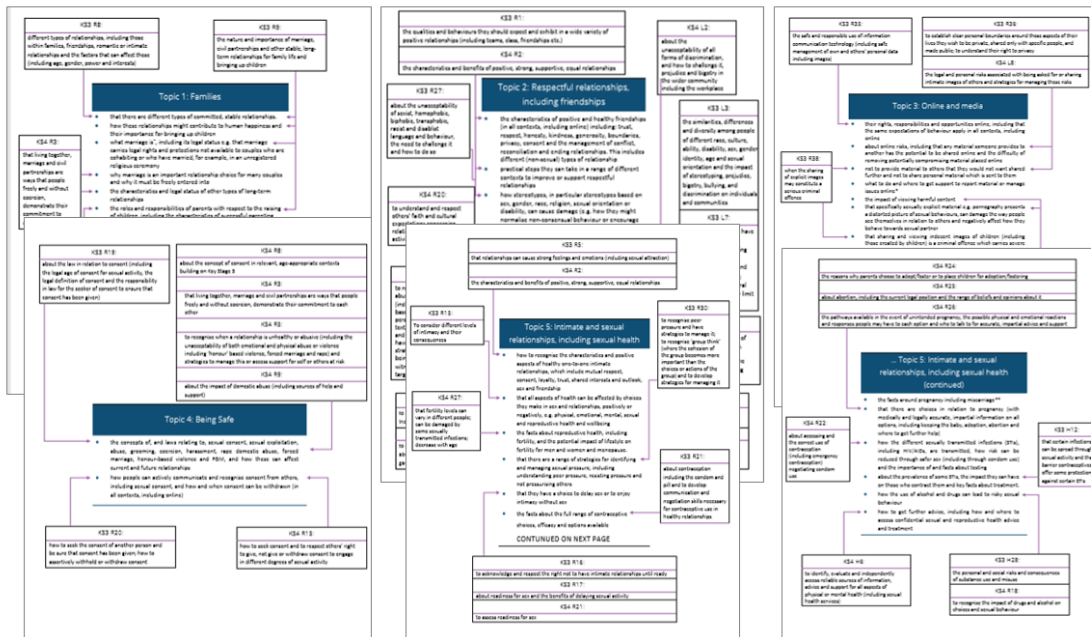
Charity Focus on FT T/T allows pupils to research, plan and actively participate in positive fundraising activities for the benefit of others. Year 9: "Respecting Others" examines respecting our local community.

Modern British Values and issues of democracy are woven throughout KS3 - Year 7: "Our Rights" and "Anti-social behaviour"; Year 8: "Conflict" (prisons) and "Respect" (British values & Britishness) and Year 9 "What is Politics".

Heavy Character focus throughout, with the deliberate teaching of skills needed for leadership, team work and resilience. For example in Year 7: "The Dream Team"; "Life at Leesbrook" looking at kindness and the power of our words; in Year 8 "The Apprentice" and in Year 9 presentation skills in "A Right to Life".

Mental wellness in Year 9: "Respecting you and your body" examines body image, self harm and eating disorders B1-5; managing emotional health, being resilient and handling setbacks E1-3

Implementation: RSE



- 5 Broad Areas:**
- Families
 - Respectful relationships (including friendships)
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health

Implementation: Citizenship



Statutory guidance
National curriculum in England: citizenship programmes of study for key stages 3 and 4
 Published 11 September 2013

Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

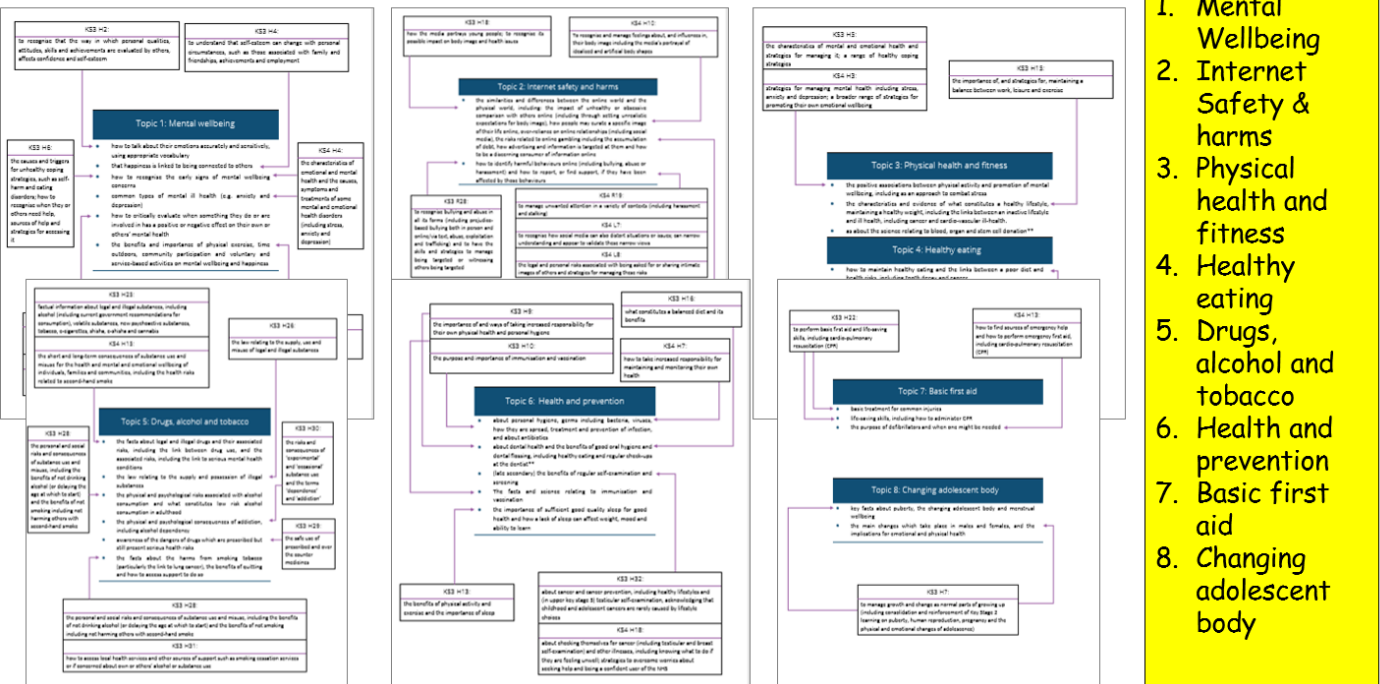
Key stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

Implementation: PSHE



8 Broad Areas:

1. Mental Wellbeing
2. Internet Safety & Harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

Implementation: Character



Character Education Framework Guidance

November 2019

A. What kind of school are we?

- How clearly do we articulate the kind of education we aspire to provide?
- How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims?
- How effectively do we create a sense of pride, belonging and identity in our school?

B. What are our expectations of behaviour towards each other?

- Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?
- How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?
- How well do we promote a range of positive character traits among pupils?

C. How well do our curriculum and teaching develop resilience and confidence?

- Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society?
- Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?

D. How good is our co-curriculum?

- Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?
- Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.)
- Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?
- Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?

E. How well do we promote the value of volunteering and service to others?

- Are age-appropriate expectations of volunteering and service to others clearly established?
- Are opportunities varied, meaningful, high-quality and sustained over time?
- Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?

F. How do we ensure that all our pupils benefit equally from what we offer?

- Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)?
- Do we enable young people from all backgrounds to feel as if they belong and are valued?
- Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?

In addition to a comprehensive Character and Pastoral Curriculum, we also have a comprehensive offer for Careers, where work begins from the moment the students start at Oasis Academy Leesbrook, in Year 7. We have a strong belief that our Character curriculum, vision, values and 9 habits all contribute to our students leading healthy, fulfilled and successful lives in the future. Our end point is never GCSEs or leaving the Academy at 16 years old; for us, our vision and plans are always about the long term lives of our students. We often pose the questions: what will success look like for our Leesbrookers when they are 85 years old and exceeding the average Oldham life expectancy? How do we do this?

Careers Vision

Leesbrook students aim high and recognise that their experiences and academic progress will influence their future careers.

They have the confidence and ambition to make informed choices and take opportunities available to them. This will prepare them in becoming successful leaders of the future.

Careers in the curriculum

All members of staff are able to advise about the relevance of their subject specialisms in terms of jobs and careers pathways, in addition to being trained in the options available for Post-16 Education, from T Levels to A Levels and Apprenticeships. The real life applications of in-class knowledge and skills are made obvious to our students, reflecting our belief that skills for the world of work need to sit at the centre of a robust careers education.

Students will benefit from a carefully tailored program that meets their careers and guidance needs from Year 7 through to Year 11. To help us do this we link our careers guidance to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) and the new Statutory Guidance for careers (January 2018)



Careers Lead - Key Priorities 2020-2021

1. To provide learners with opportunities to engage with employers, colleges and universities. Helping students explore and realise their future aspirations.
2. To develop an ethos amongst staff that drives an outstanding careers programme, providing students with Careers and Labour Market information in the curriculum.
3. To provide each individual learner with appropriate guidance based on their own aspirations including the provision of impartial advice and guidance, ensuring all learners have had the opportunity for ICAG interviews by 16.

Long-Term Strategic Objective 1

To provide learners with opportunities to engage with employers, colleges and universities. Helping students explore and realise their future aspirations.

Link to Benchmarks: GB1, GB3, GB4, GB5, GB7

What are our milestones? What do we need to achieve?		What actions we will take as a school to achieve these milestones?
Year One 2022- 2023	<p>Piloted careers weeks with at least four subject areas to promote careers in their departments and engage students in activities with employers and HE.</p> <p>Careers and Enterprise Company provide Leesbrook with an 'Enterprise Advisor' to help create links to employers.</p> <p>Work with GM Higher provides students with opportunities to engage with employers and higher education. Engage 80% NCOP students from year 9 and 10 with events and activities.</p> <p>Barclays Lifeskills deliver three sessions for year 9 in line with maths for life sessions at the end of every day. Completed as drop down days and teachers deliver add on lessons. Barclays themes runs with learning in SOW</p> <p>One day work experience for 90% of year 10 cohort. Engaging at least 15 employers. Two encounters take place in March and July. 70% of students could confidently talk about the skills they have developed and how the experience has affected their future choices</p>	<p>Subject career weeks added to the school calendar.</p> <p>Use careers and enterprise network link and contacts already built</p> <p>Use GM higher network link and contacts already built.</p> <p>Use current relationships built with local employers.</p> <p>Use current relationships built with local employers.</p>

Long-Term Strategic Objective 1

To provide learners with opportunities to engage with employers, colleges and universities. Helping students explore and realise their future aspirations.

Link to Benchmarks: GB1, GB3, GB4, GB5, GB7

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Year One 2022- 2023	<p>Piloted careers weeks with at least four subject areas to promote careers in their departments and engage students in activities with employers and HE.</p> <p>Careers and Enterprise Company provide Leesbrook with an 'Enterprise Advisor' to help create links to employers.</p> <p>Work with GM Higher provides students with opportunities to engage with employers and higher education. Engage 80% NCOP students from year 9 and 10 with events and activities.</p> <p>Barclays Lifeskills deliver three sessions for year 9 in line with maths for life sessions at the end of every day. Completed as drop down days and teachers deliver add on lessons. Barclays themes runs with learning in SOW</p>	<p>Subject career weeks added to the school calendar.</p> <p>Use careers and enterprise network link and contacts already built</p> <p>Use GM higher network link and contacts already built.</p> <p>Use current relationships built with local employers.</p>

One day work experience for 90% of year 10 cohort. Engaging at least 15 employers. Two encounters take place in March and July. 70% of students could confidently talk about the skills they have developed and how the experience has affected their future choices

Use current relationships built with local employers.

Long-Term Strategic Objective 3

To provide each individual learner with appropriate guidance based on their own aspirations including the provision of impartial advice and guidance, ensuring all learners have had the opportunity for ICAG interviews by 16.

Link to Benchmarks: GB3, GB5, GB6, GB7, GB8

What are our milestones? What do we need to achieve?		What actions we will take as a school to achieve these milestones?
Year One 2022-2023	<p>Positive Steps appointed on a time basis to conduct careers guidance interviews (3.5 days)</p> <p>Positive Steps hold careers guidance interviews with the whole of year 10 cohort (82). 70% of students can confidently talk about aspirations for the future and the pathways they could take.</p> <p>Students in year 10 that are LAC, EHCP, YOS, EHE, Teenage Parents, Young Carers seen an additional time as part Local Authority SLA.</p>	<p>Head teacher meeting, agreed in careers budget</p> <p>Organise positive steps staff in timetabling. Develop on suitable resources and tracking system</p> <p>Identify students</p>

Cultural Enrichment

Cultural Enrichment provides an opportunity after school to take part in new activities and develop students holistically, ready for when they become leaders in our community in the future. These activities and clubs can further support their education, develop new skills or continue to feed their passions and interests.

All students are required to attend two cultural enrichment clubs per week and must attend that club until the end of that half term. There is no limit to how many activities they can experience in a week with over 30 different clubs to choose from. The more clubs they attend the better! We offer a range of different activities each day from physical activity, languages, STEM clubs to choir, craft club and debate.

The time table is update every half term for the students to sign up to. This will be in line with aspirational events and projects run with local industry, charities, FE and HE institutions.

Lever 3: Academy Behaviour Systems, Structures and Routines

Philosophy

At Oasis Academy Leesbrook, every single member of the academy family strives to embody the 9 habits. We believe that this creates a safe learning environment of mutual respect, providing and effective and purposeful climate for teaching and learning. Our strong routines and highest expectations ensures that our academy is a purposeful learning environment where success is celebrated and learning time optimised. We value and reward:

1. Excellent effort, behaviour and progress
2. Excellent attendance and punctuality
3. Excellent routines developed and self-managed
4. Personal achievement
5. Students embodying the 9 habits through contributions to the academy and the community
6. Attending enrichment activities
7. Showing mastery in all areas of the curriculum, particularly in the six areas of Cultural Enrichment (Politics, Literature, STEM, Sport, Music and Art)

Acceptable Behaviour

Acceptable behaviour promotes courtesy, co-operation and consideration and works to build on the 9 habits and our academy vision. We expect all students, staff and member of the community to behave in a way that will help build good relationships with other students in or outside the Academy; teachers and other Academy staff; and with visitors or members of the public. This includes:

- Respecting other people, regardless of their background, beliefs, ethnicity or religion.
- Listening and responding to instruction
- Avoiding unhealthy conflict with other people.

We expect every member of our Academy Family to have hope and perseverance that they will embody our nine habits and strive to do this in every part of their life.

Good behaviour involves students accepting responsibility for their own actions and knowing that all behaviour has consequences, intended or not. Intrinsic reward is prominent in all that we do. As we prepare students to become our next community, national and global leaders, their behaviour will form an important part in the success of this. This is ultimately the intrinsic reward; each achievement adds to the development of success in becoming happy and successful leaders. In addition to this, we promote good and improved behaviour by students through and system of recognition and reward. This includes:

- Giving students private or public praise
- Written comments on work or in planners
- Achievement points awarded via the Classcharst App
- Displaying work on the Display boards / on the Academy Screens
- Letters, certificates and postcards home
- Student of the Week
- Student of the Lesson
- Breakfast with the Principal
- Inviting parents in to share success

- Representing Oasis Academy Leesbrook at a special activity
- Attending trips to educational activities or cultural enrichment opportunities
- Awards at Prize Evenings

Our ethos is one of celebration. Where there is excellence displayed in behaviour, effort, mastery or achievement we will celebrate this collectively as we are all proud when a member of our Academy Family achieves excellence.

Unacceptable Behaviour

The Academy defines unacceptable behaviour as:

- Incorrect uniform
- Anything which causes others to feel threatened e.g. name-calling, verbal abuse, threatening language or behaviour; theft or damage to property; intimidation; physical abuse; bullying; harassment including racist, xenophobic, sexist, homophobic or transphobic abuse
- Disruption to lessons
- Disrespecting our premises or community
- Possession or use of drugs including Cigarettes, Electronic cigarettes or alcohol
- Truancy, lateness or persistent absence
- Use of mobile phone in the Academy (if a student fails to hand over their mobile phone, there will be further sanctions given).

There is no distinction between unacceptable behaviour on or off the Academy premises when going to or from the Academy or when representing the Academy during events such as residential trips, sporting fixtures and planned activities. We expect students to uphold our high expectations when representing Oasis Academy Leesbrook and do this with pride. Sanctions are in place for student who behave in an unacceptable manner or fail to complete academic requirements.

Reminder/Warning/Action (This is displayed in every classroom)

- **Reminder** – First warning given (displayed on the board)
- **Warning** - Second warning given (displayed on the board)
- **Action** - Same day 30 minute detention (displayed on board on logged on Classcharts)

If the student continues to display unacceptable behaviour, they will be removed from the lesson through the Buddy System. This detention will then will then be addressed by the class teacher and the curriculum leader.

Wherever possible. De-escalation is always used to ensure that any situation is dealt with in a calm and swift manner, using the 9 habits as a foundation for any form of conversation or intervention to deescalate and provide restorative justice.

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

Team Teach

In the Academy, we have a number of the Senior Leadership Team (SLT) and Pastoral Team who have had specialist training in Team Teach, a positive behaviour management programme to be used in extreme situations where students require de-escalation and physical interventions.

Procedures and Sanctions

Unacceptable behaviour in the classroom will be dealt with by the classroom teachers at the time of the incident and clear procedures will be used. These will be in the form of the **Reminder – Warning – Action** procedures.

To ensure that the system is clear and transparent, we have detailed the sanctions below:

1 x Red Card (action)	<ul style="list-style-type: none"> Same day 10 minute detention. This is led by the class teacher or department in the Curriculum Leader Classroom. Missed detention results in a 20 minute detention the next day. Recorded on Classcharts Students will re-write the behaviour policy, in silence, during their detention.
More than three Red Card in one day (which would have resulted in a same day Detention)	<ul style="list-style-type: none"> 30 minute pastoral detention All other detention arranged for the following day/next available Recorded on Classcharts Student has restorative/reflection, in silence during their detention Phone call from Family Leader to home
Late to School	<ul style="list-style-type: none"> 10 minute detention with Attendance team
Persistent Poor Behaviour over a Period of Time	<ul style="list-style-type: none"> Referral to REFLECT Parents Called to meet member of SLT

Non-attendance of the 30 minute teacher / departmental detention will result in the detention being escalated. This means the detention will increase to 60 minutes with a member of the Senior Leadership Team on a Friday.

Non-attendance of a SLT detention will result in the sanction being further escalated with an additional 30 minutes resulting in the students completing a 90 minute detention on Monday evening from 14:30 – 16:00. Failure to attend this results in the student being placed in REFLECT.

The Academy runs same day detentions from the end of the Academy day. Detentions are given for persistent low level disruption, defiance or unacceptable behaviour. In line with most recent DFE guidance on detentions in which the following is outlined:

- Parental consent is not required for giving detentions. However, at the Academy all staff must record any students they are keeping for detentions on Classcharts clearly outlining why the child has received their **Reminder – Warning – Action**. If the member of staff has failed to record the detention then the student cannot be kept under any circumstances.
- It is not a requirement that parents are given 24 hours' notice when a detention is due to take place outside of Academy hours. However, we endeavour to give parents at least 30 minutes notice. Consequently, detentions logged within the last 30 minutes of the Academy day will be scheduled for the next available day.

Community Repayment will take up to 1hr 30 and will require students to undertake some work to 'give back' and recompense for their unacceptable behaviour. Activities may include: picking up litter in the playground or supporting with the improvement of the Academy surroundings such as cleaning whiteboards or tables.

Referral to REFLECT will only be made by a member of SLT. In this provision, students will have the opportunity to complete work set by their teachers and reflect on their behaviour in class with a focus on how to improve it so that they are not in the REFLECT provision again. Students will take breaks and lunch at different times from the rest of the Academy. Following any time in REFLECT, students will be placed on report to their Family Leader to help them, their parents, and the Academy to monitor their behaviour, lesson-by-lesson. In the first instance, this will be for one week and students will be expected to have this signed each day by their Family Leader and Parent/Carer. If this report does not demonstrate an improvement in behaviour, further communication with home will be made and the report will be escalated to Middle leaders or the SLT.

Stages of Behaviour Improvement Programme

Following the standard procedures and sanctions, there may be a requirement for further intervention and monitoring to avoid escalation of poor behaviour. This is outlined below:

Stage 1	Following 3 or more red cards in a week, students are placed on report with the Family Leader for one week. This is to closely monitor their behaviour. This will be paired with a phone call home to parents/carers. All report cards must be kept and handed into GD.
Stage 2	REFLECT referral (3 days maximum in one half term)
Stage 3	Parent/Carer meeting and SLT Report.
Stage 4	Step Out Provision (5 days maximum over the year)

Stage 5	Pastoral Support Plan (PSP) to Principal. Parent/Carer meeting with Principal. Academy Council Behaviour Panel Meeting with student and parents.
Stage 6	Behaviour Panel
Stage 7	Managed Move. Meeting with the Principal, students and parents/carers.
Stage 8	Permanent Exclusion.

Fixed Term Exclusions

Exclusions, whether fixed term or permanent, may be used in response to any of the following, all of which are examples of unacceptable behaviour or conduct and breach the Behaviour for Learning Policy:

- Serious violence which creates a fear and anxiety among staff or students
- Possession of an offensive weapon on the Academy site
- Dealing drugs on the Academy site
- Persistent defiance of Academy authority or disruption to teaching and learning
- Persistent bullying, harassment or abuse
- Serious breaches of the Academy's Behaviour for Learning Policy
- Any circumstance where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy
- Setting off the fire alarm (includes a £50 mandatory fine)

The academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances, a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the Academy, thus placing the student at high risk of Permanent Exclusion.

Fixed Term Exclusion Procedure

1. Information presented/gathered regarding behaviour(s)
2. Decision taken by the Principal to exclude
3. Incident logged on Bromcom
4. Pastoral Leader to contact parents to inform them of the decision to exclude and the reason why. Meeting time confirmed for return.
5. Pastoral Leader to complete necessary form and send to reception to ensure necessary paperwork and letter completed and recorded on Bromcom accurately.
6. If it is not the end of the day, student is collected by a parent or carer. Student to leave the Academy with a copy of the letter of exclusion.
7. Copy of the letter also placed in the post, first class with notification on Parent Mail.
8. Principal / SLT meets with parents to re-admit student before returning to class.
9. Report given and reviewed by SLT for two weeks to monitor behaviour.

Re-Admission after Fixed-Term Exclusion Protocol

- All exclusions must be announced in briefing the day after the exclusion occurs and published in briefing notes.
- Pastoral Lead to contact home to check parent/carer availability for the meeting and ensure that the student is prepared to apologise for their behaviour and start afresh.
- Receptionist/Pastoral Lead will arrange the time and date of the re-admission interview with the relevant staff. Student Interviews do not take place unless a parent or carer attends.
- Interviews commence with staff asking the student to describe why they were excluded and the effect that this has had on others. They will also be asked what they've learnt from it and how they will ensure that it doesn't happen again. If required, Conflict Resolution or Mediation will take place or be arranged at this point.
- Student is to agree to restorative justice action (Community Repayment/Apology) and sign the re-admission contract. They will also be issued with the report. At this point, the 9 habits will be reiterated with a focus on forgiveness and hope for the future. The report will be presented as a positive step to ensuring excellence going forward.

If the student refuses to sign the re-admission contract they will be sent home.

Report announced by the Pastoral Manager each Monday with a focus on fresh start and positive framing.

Behaviour Panel

Context: The behaviour panel is not a disciplinary panel. It is a positive panel charged with helping a student to modify their behaviour and avoid being brought before the Academy Council. The panel can recommend such actions as:

- Signing a behaviour contract and being mentored for a fixed period of time
- Developing a Pastoral Support Plan
- Spending time in the Academy's Inclusion unit
- Involving external support agencies

The Process

Attendees: Assistant Principal, Pastoral Leader, student, parent/carer.

Opening Remarks:

The chair will introduce all of the attendees to the parent and explain the nature of the panel stressing its positive nature. They will then outline the process which will be:

- The Pastoral Lead will outline the Academy's cause for concern
- The right of the parent/carer to query or request further information regarding these causes of concern
- The panel discuss with the parent/carer and student the concerns and attempt to establish the cause of the concerns and reasons for unacceptable behaviour.
- An attempt to produce a jointly agreed programme of behaviour modification is agreed.

Presenting the Case: The Case for the Academy

The Pastoral Lead will be responsible for drawing up the case but it will be presented by the Assistant Principal. The Assistant Principal will outline the Academy's cause for concern and will:

- Give the date the student first attended the academy and the year group that the student is now in
- Present the student's attendance in percentage terms for each year at the Academy and how many days and periods in total were missed that year
- Sum up the total number of days and period missed in their school career
- State the number of lates that the students has had in each year of attendance
- State the number of behaviour points (red/yellow cards accrued)
- State the number of incidents that the student has been involved in their time in the Academy
- Outline recent incidents that have led to the need to ask the students and parent/carer to appear before a behavioural panel.

The Right to Reply

The Chair of the panel will ask the parent/carer if they would like to ask or query anything in the report.

The Discussion

The Chair will lead a discussion that will attempt to determine the underlying causes of the student's behavioural concerns. The discussion needs to be robust, yet positive, in nature and must make the student reflect on their behaviour and why they act in such a manner. Once the chair is satisfied that the root causes have been determined the discussion should progress to behaviour modification strategies.

Behaviour Modification Strategies

The Chair must now gain a consensus between the panel, the parent/carer and the student as to the nature of the behaviour modification strategies. They may be:

- Signing a behaviour contract and being mentored for a fixed period of time
- Spending time in the Academy's LSU / Reflect
- Involving external support agencies
- Involving mentoring/extra-curricular support

The Final Steps

Once the strategy has been agreed, it must be put in place immediately and a written agreement signed by the Chair, the student and the parent/carer before the meeting closes. The Chair should then remind the student and parents that this is a 'last chance' strategy and, if it does not work, then the Academy will have no alternative but to refer the student to the Academy Council who will have the final say regarding the student's continued attendance at the Academy. They should ensure that all parties understand this. This should be further communicated with the Family Lead.

Academy Council Panel

Context: Academy Council Panels are the penultimate stage prior to a student being considered by the Permanent Exclusion Panel. They are strict but conciliatory in nature and are seen as giving the students a final chance to modify their behaviour. The panel will consist of a member of the Academy Council and the Principal.

Protocols

- convened toward to end of a 5 day exclusion period
- During that exclusion period the Academy's Pastoral Lead will convene a meeting of the Second Warning Panel
- Pastoral Lead calls parents to confirm attendance
- Papers, statements and incident log prepared
- Formal meeting room booked
- Panel convenes with parents/carers, student, Pastoral Leader, Principal and Panel Members.
- Pastoral Leader presents case to panel
- Student and parent/carer asked to comment
- Questions from panel
- Papers, statements and incident log shared
- All areas and possible solutions presented with evidence
- Parent/carer, student and Pastoral Leader to wait outside
- Parent/carer, student and Pastoral Leader to return to hear decision
- Panel inform parent/carer and student of decision
- If a student is allowed to return to the Academy, then a behaviour contract is drawn up and agreed.
- Student on Leadership Report for 2 weeks then reported back to AC if necessary.

Permanent Exclusion

In exceptional circumstances, **Permanent Exclusion** may be necessary for a student. These may include, but are not limited to:

- All other steps to encourage the student to follow the school rules have failed
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others
- Persistent defiant behaviour including bullying, abusive homophobic, transphobic or racist behaviour
- Actual or threatened violence against students or staff
- Sexual misconduct
- Possession, use or supply of any legal or illegal drug or alcohol
- Carrying a knife or other dangerous or offensive weapon.

Permanent Exclusion Panel

Context: Permanent Exclusion Panels are only convened when the Academy considers that it has explored all possible methods of behaviour modifications and is no longer confident of providing a successful education for a student. The panel will consist of at least three members of the Academy Council and a Local Authority Representative. The case for the school will be presented by the Principal.

Protocol

- Permanent Exclusion Panels are convened towards the end of a fixed term exclusion period

- During that exclusion period the Pastoral Lead will convene a meeting of the Permanent Exclusion Panel
- Pastoral Lead calls parents/carers to confirm attendance
- Papers, statements and incident log prepared
- Formal meeting room booked
- Panel convenes with parents/carers, student, Principal and panel members.
- Principal to present to case
- Student and parent/carer to comment
- Questions from panel
- All papers, statements and incident log examined
- Parent/carer, student and Principal asked to wait outside
- Parent/carer, student and Principal asked to return to hear decision
- Panel inform parent/carer and student of the decision
- If the student is allowed to return to the Academy, then a behaviour contract is drawn up and agreed.

If permanent exclusion is confirmed, the Academy works with the Local Authority to gain appropriate educational support for the student.

Attendance and Punctuality

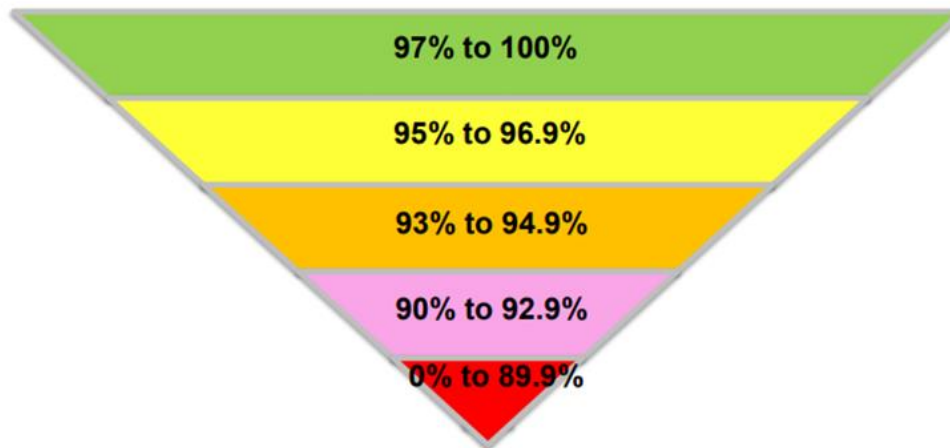
Key Principals

- Students in the Academy have the right to the best possible education
- In order for students to access the best possible education, a high level of attendance is essential
- Students' ability to stay and feel safe, enjoy and achieve and to make a positive contribution may be jeopardised by poor attendance and punctuality

The Academy aims to ensure that attendance for all pupils remains at 98% or higher. Attendance is a whole Academy focus. Helping to create a pattern of regular attendance is everybody's responsibility, including parents/carers, students and staff. However, please note: **it is your legal duty as a parent/carer to ensure that your child is on time to school and attends regularly. Be aware that, should your child arrive regularly late to school, or is regularly absent from school without a valid or accepted reason, you could be fined or prosecuted by Oldham Local Authority Attendance Team.**

The diagram below highlights the whole Academy approach to attendance monitoring and intervention.

The diagram below highlights the whole Academy approach to attendance monitoring and intervention.



Green: No Concern
Yellow: Concern
Amber: Risk of Underachievement
Pink: Severe Risk of Underachievement
Red: Extreme Concern

Authorised and Unauthorised Absence

If a student is absent from the Academy, it is vital that a parent contact the Academy by 8am to provide a reason for absence. This should be by telephone to the Absence Line (0161 290 4000, option 1) in the first instance supported by a written note on the student's return.

Absence can only be authorised where there is good cause. If no adequate reason for absence is provided, attendance will be recorded as unauthorised.

Avoiding Holidays and Appointments during Term Time

In order to maximise individual achievement, parents should avoid making routine appointments for students during the Academy day. Parents should not take family holidays during the term time period. The Local Authority has the power to fine parents if their child is absent from school without authorisation. **Please note, the Academy will not authorise holiday during term time.**

Mobile Phones/Ipods/Mp3 players etc.

Mobile phones or any other electronic equipment are not permitted to be out on the premises at Oasis Academy Leesbrook. I understand that if my child brings a mobile phone or similar device into the Academy and it is out of their bag, it will be confiscated and not returned until a time can be arranged with the parent to meet with the relevant member of staff to retrieve it. If you require your child to have a mobile phone on their way to or from the Academy, they must have it switched off and in their bag once they are in the Academy. It must not be taken out at any point during the day whilst they are on the premises. Oasis Academy Leesbrook will not be held responsible for any phones or electronic equipment that are brought into school.

The Transition Centre

The transition centre is a smaller learning environment which provides targeted and personalised support for students with gaps in their learning, predominantly our SEND and EAL students.

The aim of the transition centre is to get our students Key Stage 3 ready, by supporting them to make accelerated progress in literacy and numeracy alongside nurturing student's self-confidence and inspiring a love of learning.

Transition centre lessons are delivered in small groups of no more than 8 students, by a specialist KS2 teacher with additional TA support. Learning is carried out through project work to broaden our student's cultural capital, alongside honing their literacy and numeracy skills. We deliver several interventions including Fresh Start phonics, precision teaching and Lexia, as well as pre-teaching content to support lessons taught in the mainstream environment.

All transition centre lessons are delivered in the mornings to ensure pupils are at their most focussed and make the accelerated progress that will get them Key Stage 3 ready and take them back to mainstream lessons full time.

Bullying

Bullying or harassment is the use of deliberate aggression with the intention of hurting another person. Oasis Academy Leesbrook has a zero tolerance policy towards bullying and any incidents of bullying will be fully investigated and taken extremely seriously. Bullying/harassment can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focussing on the issue of sexuality; • Because of learning or physical disabilities;
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
- Cyber - all areas of internet use, such as e-mail, social media and internet chat room misuse;
- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, Apps etc.

At Oasis Academy Leesbrook, we have a staff and student Anti-Bullying team who both challenge perpetrators, support victims and manage conflict to achieve a positive resolution. The Academy has a Pastoral Manager who records, manages and resolves all incidents of bullying, working with

staff and students to ensure that all parties are addressed and the victim feels the situation has been appropriately dealt with.

Level 4: Behaviour Training and Professional Development

Staff Training

Whole School	Personalised Training
<ul style="list-style-type: none"> • Fortnightly CPD Meetings including PAS • TLAC Strong Starts training given to every member of staff through whole school CPD • Behaviour briefings and updates (Friday AM-weekly) • Behaviour INSET (September/Jan) • Proactive and Reactive training, as needed. • PiXL Strategies shared by RSL. • Behaviour NLP Visits (from June 2021) • Restorative Justice training (delivered in Jan INSET, 2020) 	<ul style="list-style-type: none"> • PAS Support (through Powerful Action Steps within the trust) • IRIS used to identify areas for development; in the first case, this will be linked to Strong Starts (half term 1) this is further developed as the year goes on. • One-to-One Behaviour for Learning support for teaching staff (delivered by BFL Lead) • PAS Pastoral (to begin in January 2020) • Restraint/Positive handling (Team Teach) training for key staff (Jan 2020) • Mental Health First Aider Training (delivered to key staff, Oct 2019) • Local Authority training and support on Attendance for key staff (throughout the year) • Stonewall Training delivered to key staff (Oct 2019) • Parenting Classes through the Hub.

Legislation and Statutory Requirements

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

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

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

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

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

Discipline in our Academies – teachers' powers Key Points

- Teachers have statutory authority to discipline 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 head teacher 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 practice to take all practicable steps to inform parents that this 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:
 1. The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
 2. 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;
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the 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 to 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 the injury of others
- Incidents of physical intervention must:
- **Always be used as a last resort**
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents

Recording of physical intervention

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

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

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

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

Training: If there is a need in the Academy for physical intervention staff should have regularly updated training in physical restraint. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the 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/>

Abducting – leaving without permission

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

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

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

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

Malicious allegations

Where a 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 be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other 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 in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

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