January 2023
OAF Behaviour for Learning Policy

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Localised Academy Version: 1.1

Contents
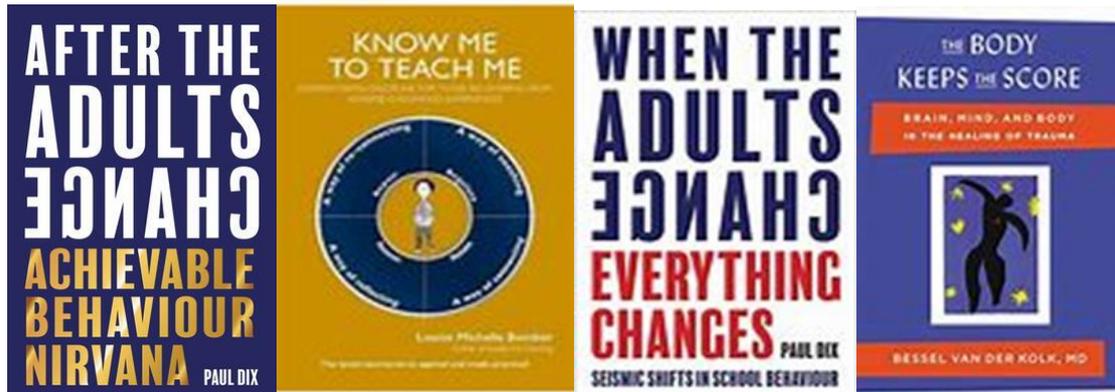
Oasis Academy Foundry (OAF), as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy relational approach to 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

An overview of research underpinning the Behaviour for Learning Policy

The OAF localised policy builds from the OCL curriculum integrating the 3 C's, character, competence, and community and incorporates the drivers for inclusion, equality, relationships using Trauma Informed Practice (TIP) and Adverse Childhood Experiences (ACES) supported by the most up to date information and research into behaviour, character development and knowledge to ensure we are developing the soft skills.

Shares opportunity to accelerate relational practice, decrease disproportionate punishment and fully introduce restorative, informed and coaching led culture.	Identifying the best way to teach curriculum and healthy behaviours, differentiating for discipline for a fully inclusive school.	Developmental approaches to behaviour to support the TIP and relationship practice the trust would like to adapt	Research into the effects trauma has on the body and how individual's carry trauma when it is not supported effectively

TIP AND ACES → GROWTH MINDSET → METACOGNITION AND LINKS TO BEHAVIOUR → FLOURISH → TEAM AROUND THE CHILD AND SCRIPTING CONVERSATIONS

Behaviour for learning relational approach

A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation, and humility. There are a wide range of relational approaches, each of which caters to a different situation.

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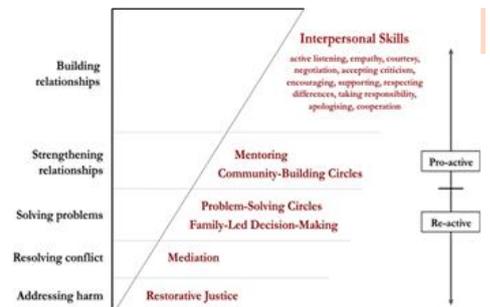
The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

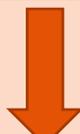- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- 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	
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	

Character Education at OAF

At Oasis Academy Foundry, our curriculum is built around the development of the 9 Oasis Habits which incorporate all the essential characteristics we believe our pupils require to lead happy, successful lives. Our pupils are encouraged to develop their character and behaviour by learning about the 9 Habits, reflecting on their own character, and recognising character strengths and deficits in others.

Teachers ensure these 9 Habits are embedded and progressively built on over time to develop pupils understanding of their learning through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities designed to promote learning within a habit.

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.

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

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LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

How we manage behaviour at Oasis Academy Foundry

- We believe in rewarding positive behaviour. Class teachers award children with golden tickets for exemplary behaviour linked to our 9 habits.
- To promote harmonious relationships and camaraderie students belong to one of 5 school teams. They have the opportunity to win team points for their team. The winning team winners the school trophy every half term.
- Outstanding work and progress in and across lessons is recognised with a Head Teacher sticker given by a member of SLT.
- At OAF, we practice assertive discipline. This approach holds that both students and teachers have the right to work in a safe, calm and professional environment.
- Student whose behaviour falls below the expected standard are in the first instance given a first warning. WARNING 1
- Where a second warning is given, student will be moved to a different seat in class to enable them to refocus. WARNING 2
- If a third warning is given, the student will be sent to the class of an ALT member. WARNING 3
- Where student behaviour continues to fall below the expected standard following a stage 3 intervention – the student is sent to an SLT member. WARNING 4

Behaviour Rewards
1. All staff offer positive and specific praise for all children on a consistent basis.
2. Each week two pupils from each class are nominated by their class teacher for either a Merit Award for exceptional academic excellence or 9 Habit award for displaying one or more of the 9 habits in abundance
3. In addition to this, throughout the week teachers 'catch' pupils displaying the nine habits and award a golden ticket when a 9-habit behaviour is displayed. Children then have an opportunity to win a prize in the week golden ticket raffle.

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

Restorative Justice asks the following set of questions:
5. Can you tell me what happened?
6. What were you thinking/feeling at the time?
7. How have you been thinking/feeling since it happened?
8. Who else is affected?
9. What do you need?
10. What needs to happen to make things right?
11. How can we prevent this from happening again in the future?

Restorative Justice emphasizes restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

- Inclusion of all parties
- Encountering the other side
- Making amends for the harm
- Reintegration of the parties into their communities

Restorative Justice can take many forms but at OAF we mainly use Peer Mediation: When implemented to resolve conflict, Restorative Justice brings together the person or persons harmed and the person or persons who caused harm. The meetings will enable the participants to decide the response to the harm and allowing those who committed the offense to understand the true impact of their actions while also offering them the opportunity to take responsibility for their behaviour.

HOW TO HAVE A RESTORATIVE CHAT peacemakers

Harm
Someone or something has been hurt or harmed

Step Back
Assess your own emotional state

"What Happened?"
Actively listen

"Who else is affected?"
Who else got hurt or was involved?

"How are you feeling?"
How did you feel at the time and now?

"What are you thinking?"
What did you say to yourself when it happened?

"What do you need?"
Listen hard for needs that can go some way to being met

"What needs to happen to make things ok?"
Do you need to bring people together?

Check back
Make a note of when you can check in with people
What needs to happen now?

How we manage behaviour at break and lunchtimes

Our playground rules are
- We are honest
- We are gentle and care for the playground
- We listen and play well with others
- We are kind and helpful

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

Unacceptable Behaviour
- Warning
- 5 minutes time out and reflection.

Repeated unacceptable behaviour
- Recorded on BromCom
- Loss of whole lunchtime
- 3 x Recorded behaviours leads to SLT meeting
- Extended loss of lunch break with SLT

Key unaccceptable behaviour
- Recorded on BromCom
- Reported to SLT
- Key-Unacceptable Consequence

Behaviour in and around the Academy

Areas/Times	Direction
corridors, **dining areas,** **playground** **entry to the building and classrooms from break times** **entry and exit from assemblies**	All adults are responsible for modelling and insisting on walking appropriately through the school building and productive play outside.
transitions between classrooms	Adults reiterate walking in a straight line, single file and not talking.
on educational trips – including coach travel, pavement walking, visiting museums/other places of interest, **with visitors**	All staff working with children constantly reinforce (through briefings before events) the importance of how to represent themselves and the academy and Oasis. Positive feedback is shared in assemblies and staff briefings to reiterate his.

Expectations of behaviour during learning

- use praise appropriately and reinforce the Academy's rewards system (Dojo/golden tickets)
- use imperative language (e.g. thank you for sitting down)
- challenge unsatisfactory behaviour
- keeping a peripheral vision of the whole class
- provide students with clear choices about their behaviour
- deal with student behaviour consistently/fairly
- consciously use body language to display authority and confidence
- time activities for the students
- give regular description positive feedback on student behaviour
- use a calm and modulated voice
- clarity about how different strategies for learning are managed
- use of non-verbal signs to stop
- tactical ignoring

Anti-bullying guidance

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic,
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the Oasis Zone through the Policy Portal. It is also available on request to the school office.
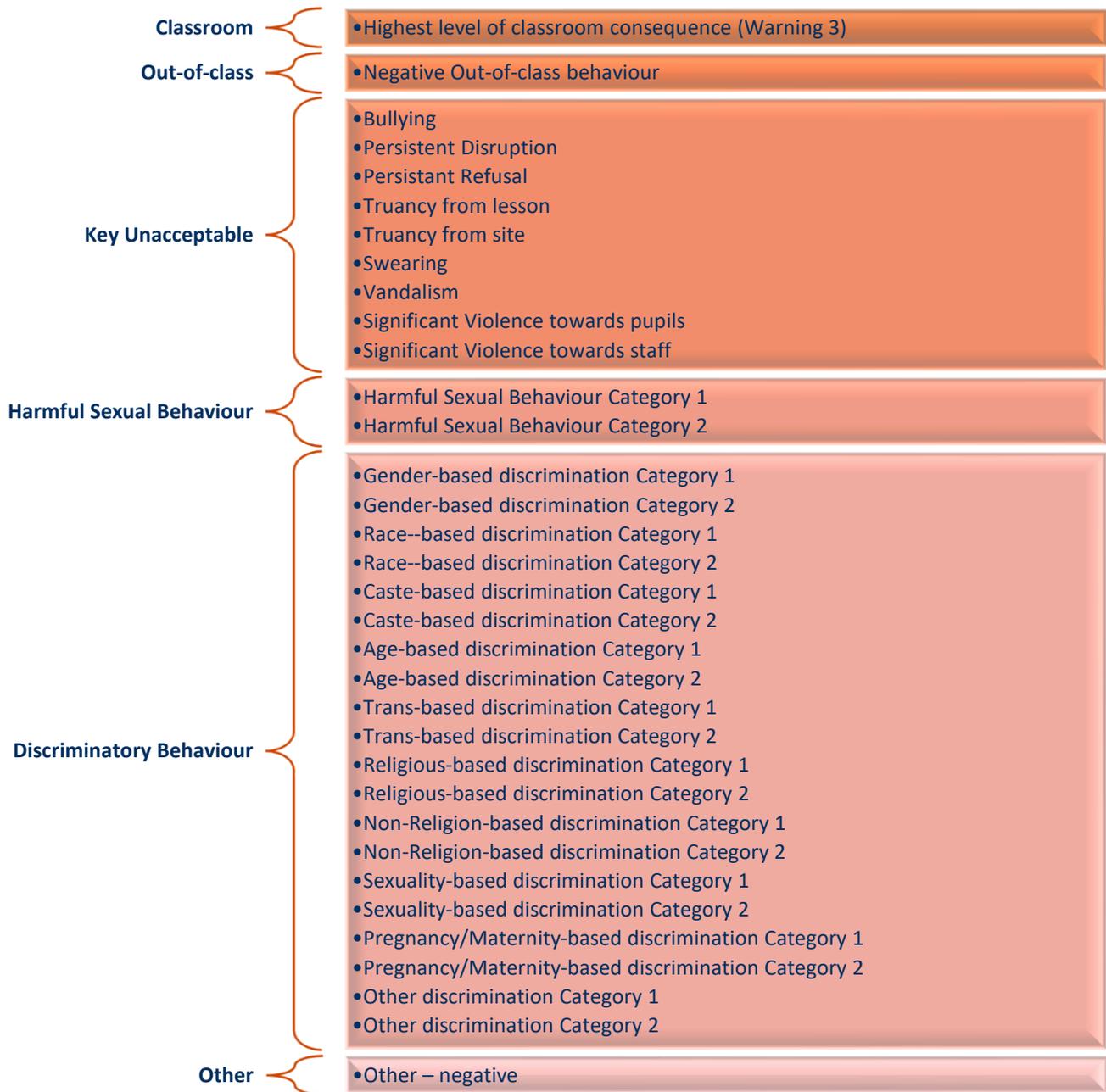
- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (See IPM process above).
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Bromcom: using the expertise of technology to be behaviour experts

Bromcom is used to record behaviour that falls below expectations. With the use of this technology, we can log all behaviour incidents including the severity of the incident. All Warning 3 incidents and above are recorded on BromCom.

Discriminatory Events

All incidents that occur which are linked to the protected characteristics are to be recorded on Bromcom. They will be categorised as either 1,2 or 3. There will be guidance linked to Bromcom which will guide the individual to categorise correctly. If a category 1 status is allocated, then an outcome is triggered. Emails are sent to the teacher the pupil is allocated to in class and SLT member.

Classroom	• Highest level of classroom consequence (Warning 3)
Out-of-class	• Negative Out-of-class behaviour
Key Unacceptable	• Bullying • Persistent Disruption • Persistant Refusal • Truancy from lesson • Truancy from site • Swearing • Vandalism • Significant Violence towards pupils • Significant Violence towards staff
Harmful Sexual Behaviour	• Harmful Sexual Behaviour Category 1 • Harmful Sexual Behaviour Category 2
Discriminatory Behaviour	• Gender-based discrimination Category 1 • Gender-based discrimination Category 2 • Race--based discrimination Category 1 • Race--based discrimination Category 2 • Caste-based discrimination Category 1 • Caste-based discrimination Category 2 • Age-based discrimination Category 1 • Age-based discrimination Category 2 • Trans-based discrimination Category 1 • Trans-based discrimination Category 2 • Religious-based discrimination Category 1 • Religious-based discrimination Category 2 • Non-Religion-based discrimination Category 1 • Non-Religion-based discrimination Category 2 • Sexuality-based discrimination Category 1 • Sexuality-based discrimination Category 2 • Pregnancy/Maternity-based discrimination Category 1 • Pregnancy/Maternity-based discrimination Category 2 • Other discrimination Category 1 • Other discrimination Category 2
Other	• Other – negative

Discriminatory Incidents:

It is not possible to create a definitive list that describes discriminatory incidents completely, it requires a degree of professional judgement and interpretation. However, the categories below are designed to be used to interpret discrimination based on the protective characteristics of:

Gender	Sexual Identity
Race	Transgender/Gender Diversity
Ethnicity	Religious Affiliation (or not)

In general:

Category 1: Issues will be logged on Bromcom and dealt with through in-house interventions.

Category 2: Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners

Category 3: Issues are logged on CPOMS and referred for specialist intervention supported by the Academy

Category 1:
Recorded on BROMCOM
General single incidents of Cat 1 issues.
Including but not limited to:
- Verbal abuse like name-calling and offensive jokes*
- Abusive phone or text messages, hate mail*
- Online abuse*
- Harassment
- Bullying or intimidation
- Threats of violence
- Displaying or circulating discriminatory literature or posters
- Graffiti containing hate messages
- Damage to property
- Harmful sexual behaviour
-

Category 2:
Recorded on BROMCOM and discussed safeguarding implications with the DSL, recorded on CPOMS as a safeguarding issue.
Two or more (*with professional judgment this may be more than 2 incidents) Cat 1 incidents, or single incidents of Cat 2 issues.
Including but not limited to:
- Assaults - such as hitting, punching, pushing, spitting
- Destroying property e.g. ripping clothes, destroying books
- Harassment
- Sexual Harassment
- Enduring, reoccurring online abuse for example on social media and email
- Theft
- Inciting group harassment

Category 3:
Recorded on CPOMS as a safeguarding incident.
Including but not limited to:
- Sexual Assault
- Grievous bodily harm
- Incidents that occur only in the community

Consequences

WARNING 1	WARNING 2	WARNING 3	WARNING 4	WARNING 5	WARNING 6	WARNING 7
Forgiveness – explain to the pupil what choice they are making and how to change it.	Time out – Five minutes to reflect on their choices. Restorative chat afterwards.	Sent to another class to complete work or miss some play/lunch. Incident recorded on Bromcom and restorative chat afterwards.	Pupil sent to Headteacher's office and parents must be informed.	Repeated Internal Exclusions (% of learning lost >10%) *Fixed term Exclusion* *Part-time timetables >50% limited period*	*Negotiated Transfer/ Managed Move* *AP Placement* *Part-time timetables <50% longer term*	*PEx*

Assertive discipline poster.

Lever 5: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	• 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: • 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	To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development. Engage with expert/specialist training where necessary on the following areas: • ACES • Relational Approaches to Behaviour • 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
De-escalation & Diffusion	• Engaging with positive handling training and Thrive training as necessary. • Scripting • All staff receive a level of Thrive training from a Thrive trainer across the year and some staff complete the full 10 days licenced practitioner training. • Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.
Restorative practice	Staff and children involved are trained by the behaviour lead on supervising, structuring and recording a restorative justice session using the materials outlined in this policy in Lever 3 section above.

Horizons – Golden Rules

At OAF all students are provided with an iPad to assist in their learning. As part of the Home Agreement for these devices the following must be observed:

12. Bring device, charger and wire headphones to the Academy every day.
13. Ensure it is charged overnight every day.
14. Keep it safely stored in its case; transport it carefully in a school bag.
15. You are responsible for it – look after it and keep it safe. Report any loss or damage immediately.
16. Remember everything you do on it is tracked – only access appropriate material. There will be consequences if you choose to use it improperly.
17. Ensure you set the 4 digit password (and biometric fingerprint if you wish).
18. Nevervleave the i-Pad unattended without closing the case.
19. Follow all teacher instructions on using the i-Pad in class.
20. You must upload the Safer Schools App – this will give you important and regular safeguarding updates.
21. The i-Pad remains the property of Oasis. It must be returned whenever requested

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:
- 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;
- The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline 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.

Training: If there is a need in the Academy for physical intervention staff should have regularly updated training in physical restraint. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD
http://www.bild.org.uk/our-services/workplace-training/

Absconding – leaving without permission
At OAF we 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. We 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

 In the event of a student absconding staff will follow the following protocol:
- 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
- Informing the parents/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

Confiscation
Any items that are deemed to be harmful or detrimental to OAF discipline found in students' possession will be confiscated. 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

Serious or repeated breeches of the school's behaviour policy may result in an exclusion from the academy. In such instances the OCL Exclusion Policy will be in effect. Policy can be found here:

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 Behaviour for Learning Policy
OCL Physical Intervention Policy
OCL Staff Code of Conduct Policy