

Oasis Academy Connaught Behaviour for Learning and Relationship Policy

“Be brave, be brilliant, believe, be yourself.”

Introduction:

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

We believe that leaders should be empowered to innovate in the best interests of their students and communities. In light of this, each Academy will have its own localised behaviour protocols ensuring effective student behaviour. OCL is keen to share best practice in this field and there are a range of vehicles for this including the National Lead Practitioners, National Curriculum Leads, Regional Directors, National Leads for Learning and Innovation, National Conferences, Monitoring and Standards Team, Regional Improvement Networks, the Best Practice Directory and direct Academy-to-Academy support.

The Oasis Education Charter



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

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

5 Oasis Ethos and the 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all aspects of the life and culture of every hub and every Academy community:

<https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>

Each Oasis Academy has its own identity, but shares the common purpose of transforming lives and communities committed to enabling children and students to become effective, enthusiastic, independent learners, committed to their life-long learning. Is dedicated to the pursuit of excellence across all aspects of its life and work.

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

We have 3 school rules

- Work Hard, Act Kind and Keep Safe

Oasis Academy Connaught – #connaughtcares lever 1:

“Everyone is doing the best they can with what they have lived through to date.”

Aims/Vision

- To create a harmonious and calm environment.
- To create an environment where every child is able to reason and use their pre-frontal cortex to learn and grow.
- To enable children to function well at home, in the Academy and out and about
- To create a skill set that enables children to make the very best of the opportunities afforded them, both of their own design and those presented to them.
- To ensure that staff well-being is promoted and protected in order to enable them to be emotionally available.
- By supporting and building the relational health between all parties - children, parents, staff, external agencies

Context

The community we serve has a very high proportion of children who have suffered or are suffering multiple ACEs (Adverse Childhood Experiences). This means our approach needs to be trauma sensitive, trauma aware, trauma informed and trauma responsive¹. Our approach is based on a need for children to be able to regulate, relate, reason and repair to help them recover. We use neuroscience and recent research to ensure our policy is up to date and relevant.

In order to make sure our children and staff feel secure we have established procedures, routines and rituals that are the life blood of the Academy.

To this end our school is committed to educational practices, which Protect, Regulate and Reflect.

Protect:

- Increased 'safety cues' in all aspects of the school day, e.g. in the morning children are greeted with empty hands and open hearts.

- Academy staff aim to always assume positive intent e.g. is the child doing what they think is right; they maybe out of their chair to pick something up, they may call out as they are so excited they know an answer.
- Acknowledge that for children with a traumatic background have difficulties in higher brain functions such as organisation, sequencing, cause and effect, empathy, reflection, impulse control and planning
- School staff trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathetic, playful and curious (proven to shift children out of flight/flight/freeze positions).
- School staff to ensure that interactions with children are socially engaging not socially defensive, in order to decrease chances of children relating defensively (flight/flight/freeze). E.g.
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms, shaming and sarcasm (proven to be damaging psychologically and neurologically). E.g "you know what he gets like", "that is just [name]", "she is just sulking", "having a funny five minutes"
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness. E.g "I am sorry", "I didn't give myself enough time to think how I could help", "I've had time to think and I'm not sure I listened to you for long enough" "can we talk it through again please, so I can understand better?"
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children to have easy access on a daily basis to at least one name emotionally available adult, and these children know when and where to find that adult. If the child does not wish to connect with this adult, an alternative person is found.
- We will create a fact file based on a child's journey including any inter-relational trauma, ACEs to help support
- Children with severe trauma issues will have a team around them ('[name's] team')
- School staff adjust expectations around children to correspond with their developmental and emotional and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgemental way from situations they are not managing well e.g. children who keep triggering into alarm states in the main playground given access to a separate calmer and smaller playground).
- Provision for children of a clear, confidential and non-shaming system of self-referral for help/talk time.

Relate:

- All staff trained in the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole academy commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help-seeking'.

Regulate:

- The implementation of interventions designed to bring down stress hormone levels (e.g. from toxic to tolerable) in children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulation and playful, enriched adult-child interactions.
- The emotional well-being and regulation of staff is treated as high priority in order to prevent burn-out, stress related absence or leaving the profession, through stress related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Staff use a range of measures to soothe children based on the parasympathetic or sympathetic nervous system e.g: nutrition, breathing, exercise, environment , safe touch, play and safe spaces

- Designated staff only space, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (serotonin and oxytocin).

Reflect:

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/giving lectures). E.g WINE – wonder, imagine, notice, emphasise
- The provision of skills and resources to support parents and staff to have meaningful empathetic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general. E.g life story work
- Within the context of an established and trusted relationship with a member of staff ('working alongside the child'), children are to be provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e.g. art/play/drama/music/sand play/emotion worksheets).
- PSHE (personal, social and health education) informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions) relationship health: family, parenting, intimate relationships and tools for how to do life well. Curriculum content to enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathetic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives.
- Supportive therapeutic work available for children e.g: grief work
- A behaviour policy, which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair (e.g. restorative conversations). Staff are 'stress regulators' not 'behaviour managers'.
- Togetherness and self-awareness is key, "we are doing this because..."

Staff Specifics:

- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the Academy day with social engagement rather than defensiveness.
- We will let others know if we are struggling so we can engage in safe quality practice
- We will try hard not to take personal insults, rejection or get triggered as we know pupils who have experienced trauma resist intimacy and do not trust adults
- We will be aware of our own limitations in our skills set and refer to others for specialist advice and support
- We will identify someone in our work capacity to be our own trusted professional Key adult, to check in on us and support our self care.

Routine and Rituals - lever 3

These increases in structure prevent the need for discipline for low level behaviours

- 3,2,1 - to get attention in groups
- Star of the day - class teacher certificate
- Habit worker - class teacher certificate
- Assembly certificate – class teacher weekly certificate
- Lego support system linked to 9 habits

Scripts: We use scripts so we can respond to children and not react

Remember we talk to the behaviour and not the child.

- Last choice bias when offering choice keep it to 2 or 3 and remember people usually choose the last one – you can

- Planting assumptions removes choice and plants an idea eg: "Thank-you Johnny for putting your pencil down."
- Trojan Directions – when you have finished your work let me know by sitting quietly as I have something interesting to tell you
- Yes scripts – No is often a trigger so try and phrase with a yes eg: Yes of course we can play Kahoot we just need to finish our work first.
- Diversion scripts – let's go for walk, let's get a drink
- Blinker scripts when children are angry they are looking for a reaction – remain blinkered eg: "I have listened to what you said and I need some time to think about it" or "we need to think how to solve this."

Examples:

Instead of don't call out...

Johnny you have called out, great you want to tell me the answer, but remember everyone needs a turn. Johnny your brain is so busy with answers you keep calling out, how about you grab a drink and try and calm that brain down. (PACE)

Instead of no running in the corridor...

Johnny don't forget to tell those feet to walk

Okay class today we are going to tiptoe into line – who can be my best mouse? (PACE)

Instead of don't turn round...

Remember magnet eyes looking forward or you might miss.... (PACE)

Boundaries

Children need boundaries but we need to be gentle in your strength and strong in your gentleness

Staff make sure they limit the number of words used and therefore take out the emotion

Stop, this needs to end now, we don't do that here, it is not ok to do that, I can't let you do that, no thank you.

Stress Regulation Techniques for the classroom

- Take up time – give children space to do what you are asking – many children have slow processing when it comes to higher order thinking
- Non-threatening body language plenty of smiles, open arms and laughs
- Active listening
- Name it to tame it – teachers name the feeling the children are showing
- The teacher look – where possible playful
- Scan the room so children know you are noticing them
- Use specific praise
- Tell children you are proud of them, they are making your heart happy
- Remind children gently of the rules – remember in our classroom we
- Zones of regulation
- Use of quiet voice tone to entice the children in

Consequences and Repair

When things have gone wrong the key principles we use are

- Keep stressors low 1:1 or 1:2 the emotionally available adult and the one offended/ hurt
- Keep shame possibilities low by considering who should be involved but limit numbers
- Remain warm, open and engaged be actively involved so it is a partnership

Ideas for repair:

Visuals

- Sorry cards, postcards, notelets and pictures

Random Acts of Kindness

- What the person who has been offended may appreciate

Payback time

- Helping clean up a mess made by them (do this together)

Actions have consequences and that is being real. We take our responsibility seriously to teach pupils this – even when they didn't mean the thing to happen. (We liken to this is we drive too fast and have a crash and hurt someone we didn't mean it to happen but it did and there are consequence).

Where possible we strive to use natural consequences. Natural consequences are not imposed.

"I broke my IPAD when I was angry." - Natural consequence – no IPAD.

"If you tear up your work then the work is torn up."

Logical consequences

These are imposed by a person but relate directly to the offence not to be set in anger or are punitive

"If you tear up your work – I will get you another sheet and we can do it together."

Illogical consequences

Imposed on a person and unrelated to the incident

"If you tear up your work you will have to miss your playtime."

Red Behaviours and Crisis Management

The Academy has long held that behaviours which are violent or aggressive need to be handled very carefully in order to ensure we are not perpetuating the culture of Domestic Violence that is prevalent in the community we serve. For acts of violence the Academy has a red behaviour system with these behaviour invoking a clear consequence. (Much as speeding would incur a fine – no ifs and no buts) These consequences also contain the need to repair and reason.

When there is a crisis the Academy follows the crisis plan – Hold your boundaries, connect, micro nurture, maintain boundaries, safety, sensitive timing and recovery.

Oasis Academy Connaught key strategies

PACE

| | | |
|--|--|---|
| Playful – taking delight in the child | Sparkle, cheeky grin, wide open mouth, sit forward in surprise, big gestures, giggling, laughing | Hey, gotcha, no way, what |
| Accepting – the child can be experiencing a different reality to the one we do or think they should do | Arms open, feet on round, take a step back | Help me to understand, what's is like for you, what's are you thinking, felling, hoping, worried about, let me see if I have got this right |
| Curious – showing a child you are genuinely interested in them | Open arms, lean in, a gaze that shows real listening | I wonder, do you think it might be because ...what if |

| | | |
|-------------------------------------|---|---|
| Empathy – showing you are alongside | Interested and alert, mirror emotion child may have experienced | Whoa, now wonder, I can see how, I never realised |
|-------------------------------------|---|---|

WINE

| | | |
|---------|--|--|
| Wonder | I wonder if you maybe feeling | |
| Imagine | I imagine that was | |
| Notice | I can see that I hear you | |
| Empathy | That must have felt It must be awful to feel think that way ... | |

I wish you could see what I see.

For some children we need to develop and support them further – please see our crisis management document and Graduated Behaviour Response.

Personal Development Curriculum - lever 2

Our Character Education.

Oasis Ethos and 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all aspects of Academy life. Our vision of Be Brave, Be Brilliant, Believe, Be your best reflect this.

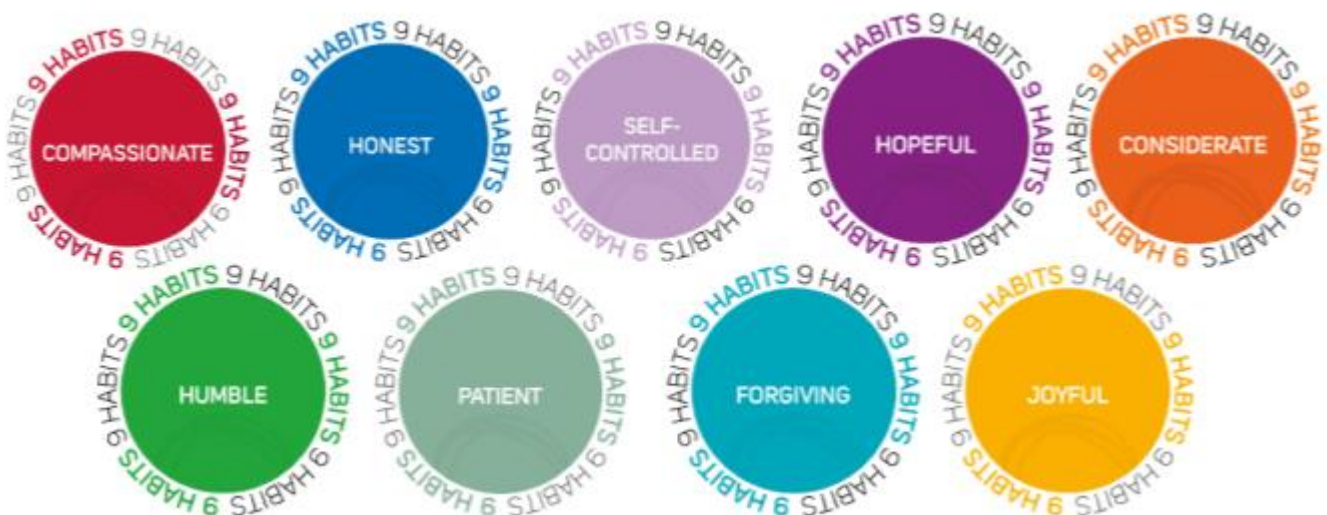
Be Brave: this means be brave enough to be yourself, take on new challenges and question the status quo

Be Brilliant: this means

Believe: believe in yourself and believe in others

Be your best: to support people to be the best versions of themselves

Character development is taught through the Oasis 9 Habits – these are shared with children and through assemblies, lessons and taught throughout the curriculum.



The taught PSHE curriculum follows [Jigsaw](#) from Nursery to year 6.

Children’s Character Development is also supported through a wide range of extra-curricular clubs, Forest School, wider experiences as well as leadership opportunities through the Mini Police and Safeguarding Team.

Extra-Curricular Clubs include: football, rugby, basketball, ukulele, choir, art and gardening.

Wider opportunities – Hub Holiday clubs, Farm Camp, Barton Camp and trips around the locality are in place.

Anti-bullying weeks are held annually and children are taught speak out.

The Academy also supports Black History Month and LGBT+ Month annually during these months children are encouraged to think about racism and homophobia. The Academy are Stonewall Champions and work closely with SARI (a Bristol based Charity).

Lever 4 Professional Development

The Academy uses a range of Professional Development at a range of levels at times the training needs to respond to the needs of the Academy.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|----------------------------|--|-----------------------------|
| Powerful Action Steps and Bespoke Teacher Coaching | | | | | |
| Monthly 9 Habit – Nov – July with Who am I and Who am I becoming before | | | | | |
| Relationship Policy and Behaviour Strategies | | Relationship Policy and Behaviour Strategies | Zones of Regulation | Relationship Policy and Behaviour Strategies | |
| ACE awareness | Anti-Racism | LGBTQ+ | Zones of Regulation | Mental Health | |
| Being Me in my world – PSHE training | Celebrating difference - PSHE training | Dreams and Goals - PSHE training | Healthy Me - PSHE training | Relationships - PSHE training | Changing Me - PSHE training |
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