



# Oasis Academy Daventry Road Behaviour Policy 2025-26

## Oasis Academy Daventry Road Rewards

The recognition of effort, achievement and accomplishment of goals is integral to our relational approach. We recognise that individual effort and achievements will look different for each child and that this will need to be balanced with consistency of approach to develop trust and security in our whole school mechanisms for recognising and celebrating success.

We recognise the limitations of overly extrinsic or transactional rewards on student motivation and review our practises to increasingly offer a more relational approach to celebrating success. Student, parent and staff voice is used frequently to support us to review our rewards offer and ensure we are striking an appropriate balance to meet the needs of our community.

Reward	Rationale
<i>1:1 precise praise</i>	Wherever possible we prioritise giving students specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.
Positive Points	Students receive positive points on Bromcom/MCAS for demonstrating: <ul style="list-style-type: none"> <li>• Excellent classwork</li> <li>• Excellent contribution</li> <li>• Excellent effort</li> <li>• Excellent attendance</li> <li>• Excellent homework</li> </ul>
Fab 4	Teachers award tickets to students at the end of a lesson who have demonstrated excellent effort and have shown ambition. Students receive prizes depending on how many fab 4 tickets they can collect.
Attendance Incentives	To profile the importance of Attendance and recognise best and most improved attendance.
End of term awards	Students receive awards at the end of term within year groups for excellent effort and behaviour.

## The Oasis Academy Daventry Road Way

Our Academy Way prioritises **setting and sustaining positively framed expectations** for our students. When we set and sustain boundaries, we establish community agreements about the way we do things here which supports a shared understanding of how we treat each other. When boundaries and behaviours become **consistent** and **predictable**, we build safety, trust and belonging for all in our community including children and staff. This is the foundation of our relational culture. It empowers all members of the community to focus our attention on working together to achieve learning goals.

To establish clear expectations and shared positive behaviours, we are intentional about defining the priority moments where consistency really matters – in the **classroom**, in **social spaces** and in how we **communicate**. Setting and sustaining boundaries in this way is the bedrock of securing safety for all members of our community and frees up teachers and leaders to secure a fantastic learning experience for our students:



By defining what great looks like for students and staff in each of these areas, we build complete consistency and clarity of expectations, allow trust and belonging to grow, reduce students' cognitive load about what is expected of them in each classroom and empower teachers to spend time on what really matters: building relationships and securing progress for every student.

## Consequences

At Oasis Academy Daventry Road, we believe that students excel in a culture of high expectation. We use logical consequences to help children recognise the effect of their actions and develop internal control. Where a student receives recurrent consequences, the Academy will use a personalised approach to support the development of behaviour.

## When behaviour causes disruption to learning

High standards of behaviour are vital in ensuring that our teachers can support all young people to thrive and learn. Like receiving positive points, where unacceptable behaviour is seen or reported, students are given negative points via Bromcom, the detail of which parents can view on the MCAS app. We try to keep our systems as clear and simple as possible so that they are understood by staff, students and parents/carers. Every child is in control of their own behaviour and therefore in control of whether they receive any negative points each day. If they do not want to stay after school to attend detention, then they just simply follow the basic expectations throughout the day! We expect full parental support as we work to ensure that all young people succeed personally and academically.

## Negative points on Bromcom

Behaviours are recorded on Bromcom under the following categories:

- Disruptive behaviour
- Truancy from lesson
- Refusal to follow instructions
- Corridor disruption
- Dinner hall disruption
- Playground disruption
- Late to lesson
- Late to school
- Unkind behaviour
- Use of mobile phone
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult

## Removal from lessons

We use a system of '**Chance – teacher support – reflection**' to manage behaviours that are disrupting learning. In lessons, students are given a 'Chance' to modify and change the behaviour which is disrupting the learning of others. If disruption continues, the teacher will attempt to support your child (e.g. a check in, move of seat, opportunity to regulate). Further disruption will lead to a 'Support Call' and the student being asked to leave the classroom and make their way immediately to Reflection. They will remain in Reflection for the remainder of that lesson and are expected to return for a 15 minute detention at the end of that day. Time in reflection is extended if students do not make their way immediately there within 5 minutes following a support call, or do not follow reasonable instruction whilst in reflection. Removal from a lesson allows the other students to learn without further disruption and gives the young person the opportunity to reflect on their behaviour choices.

### Truancy from lessons

Truancy from lessons is not acceptable and will not be tolerated. All students are expected to be at their timetabled lesson and arrive on time. Students who are not in their lesson will be taken to reflection, where they will remain in ARC for the remainder of that lesson. They are expected to attend a 15 minute detention after school on that same day. Time in reflection will be extended if the young person does not follow reasonable instruction when in reflection, or if they are not deemed to be in a positive frame of mind and ready to attend their next lesson. Parents can access lesson by lesson attendance via the MCAS app.

### Toilets during lessons

Leaving lessons causes disruption to the learning of both the student leaving the lesson and to those in the lesson. It also disrupts the flow of teaching. Students are expected to use the toilets outside of formal lesson time. There is to be no more than one student in a toilet cubicle at any time. In exceptional circumstances it may be appropriate to leave the lesson to use the toilet, but this should happen extremely rarely and certainly not be the norm.

### Mobile Phones

Mobile phones and social media use can distract students from learning and, more generally, pose a serious risk to young people's emotional wellbeing and mental health. For these reasons, we do not permit students to be in possession of their mobile phones during the school day.

If a child chooses to bring a mobile phone to school, it must be turned off before entering the front doors and placed immediately in their phone locker. Students will be assigned a designated locker and must only use their locker. Phone lockers are located in their tutor room.

Our young people collect their phone from their locker as they leave the building at the end of the day. Phones will not be accessed during the school day. If your child has a detention, they will collect their phone after they have completed their detention time. Any child who arrives late to school must hand their phone in at Reception, where it will be kept in a late box. In exceptional circumstances, where for example your child has an appointment during the day and needs to leave school early, they can collect their phone from their phone locker after they have signed out.

Any phones that are not handed in and are then seen/heard/carried on a child's person will be **confiscated and parents contacted**. We expect full student compliance and full parental support with this policy. If a child does not want to have their phone confiscated, they simply turn it off upon arrival and place it directly in their phone locker during their time in school.

The Principal and staff they authorise have a **statutory power to search a student or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item**.

**Confiscation** is the Academy exercising its right to do so under Section 91 of the Education and Inspections Act 2006, which enables us to, "confiscate, retain or dispose of a pupil's property as a disciplinary penalty".

In cases of persistent breaches of our mobile phone policy, a student may be directed to attend another mainstream school for a period of time [Off-Site Direction].

## Absconding [leaving site without permission]

We have a duty of care to take all reasonable steps to ensure that our young people are kept safe whilst in the Academy's care. The following is in place at OADR:

- Lesson by lesson registration, which parents can access via the MCAS app
- Every student has a timetable, which they can access on their iPads, with rooms clearly labelled so staff know where students should be at all times and all students know where they should be
- The only student entrance and exit is via the main front doors by Reception, which is staffed from 08:15 – 16:00 daily. Students know that this is the only entrance and exit they should be using
- Students know to sign in [if late to school] and sign out [if leaving early]. Permission to leave early must be approved by the Pastoral and Attendance Team
- If a student is seen leaving site without permission, parents/carers are contacted via an MCAS message or phone call.

## Detention

Where a student's behaviour has fallen short of expectation, as detailed in the above sections, they may be required to attend a 15-minute detention **on that same day**. Parents/carers will be notified of any Reflections at the end of the school day via the MCAS app.

**It is not an option to re-schedule the detention for a different day** [to ensure every student has a fresh start the next day]. Detentions can only be re-arranged when evidence of a medical appointment is provided. If a student does not want to stay after school to attend a detention, then they simply choose to follow our basic expectations throughout the day. They are entirely in control of this situation and their chosen behaviour.

Failure to attend a detention will result in extended time in the detention being escalated to a **30 minute detention the following day**. If a student still does not complete their detention, they will be assigned an extended period in the reflection room to complete. This can be avoided attending Reflections as required. Again, each child is in control of this entire situation.

In detention, students are expected to follow basic rules and expectations, which include sitting quietly and not disrupting the session. **Chance – Reset** applies in Reflection. If a child is behaving in such a way to need to be reset, their time will start again, and they will complete their Reflection in a different room. If a child does not meet expectations, they spend extended time in reflection the next day.

## Other behaviours

The list of behaviours which are sanctioned is not conclusive and some behaviours result in other consequences, which might include:

- Internal Exclusion – extended time in reflection
- Immersion [time in reflection] at another mainstream school as an alternative to Suspension
- Suspension – fixed time away from the Academy completing work at home
- Off-Site Direction to another mainstream school for up to 10 weeks
- Alternative Provision – a time limited placement at another education setting to improve behaviour
- Permanent Exclusion – the child is no longer allowed to attend OADR.

Behaviours which may warrant the more serious consequences listed above include:

- Bullying
- AI-generated malicious communications

- Harmful sexual behaviour
- Racist/sexist/homophobic language
- Rudeness to staff
- Verbal abuse towards students or staff [including swearing]
- Fighting
- Vandalism/damage to Academy property
- Poor behaviour off-site whilst wearing Academy uniform
- Inappropriate use of social media at any time
- Inappropriate use of iPad
- Repeated disruptive behaviour
- Repeatedly refusing to follow reasonable requests
- Repeated defiance and refusal to comply with basic expectations
- Making a malicious allegation against a member of staff
- Breach of mobile phone expectations
- Possession of prohibited items
- Refusing to attend reflection

It is our primary aim to create a calm, safe, respectful, supportive and positive environment in which pupils can learn and thrive. In making decisions on which sanction may be appropriate, the civil standard of proof is applied, i.e., 'on the balance of probabilities' it is more likely that the behaviour happened than that it did not happen.

### **Inappropriate use of social media**

We recognise the growing impact of social media on students' wellbeing, relationships, and behaviour. Inappropriate use of social media - including bullying, sharing harmful content, or engaging in disrespectful communication - can have serious consequences both in and out of school. While we educate students about responsible online behaviour, we strongly urge parents and carers to take an active role in monitoring their child's online activity. It is essential that families regularly check social media usage, set appropriate boundaries, and maintain open conversations about digital responsibility. Parents and carers are ultimately responsible for their child's behaviour online, and we ask for their partnership in reinforcing positive digital conduct to help keep all members of our Academy community safe.

### **Positive handling**

At Oasis Academy Daventry Road, we recognise that "All members of school staff have a legal power to use reasonable force [...] to prevent students from hurting themselves or others, from damaging property, or from causing disorder."<sup>1</sup> We work proactively to respond to children's needs and understand their regulation profiles so that this is **always a last resort**.

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<sup>1</sup> DfE, 'Use of reasonable force' (2013), p. 4

## How we work together

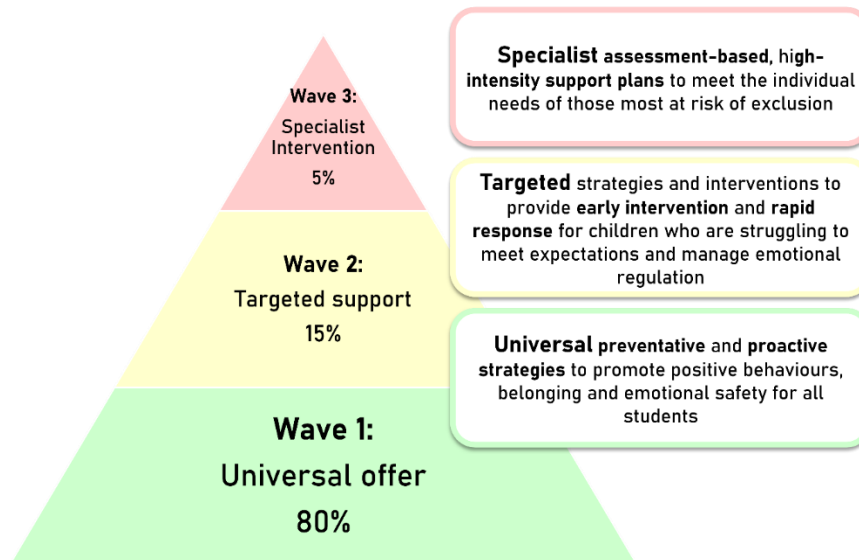
### Home-Academy Agreement

Working together and alongside each other is vital as we strive to do the best by all young people and enable them to learn and grow. Detailed below are aspects that we ask of parents and carers and are some of the things they can expect from us as the staff team.

As a <b>parent/carers</b> , we ask that you:	As a <b>staff team</b> , we will:
<ul style="list-style-type: none"><li>• Ensure your child attends school every day, arriving by 08.40</li><li>• Ensure they always wear the correct uniform [OADR Blazer and tie, white shirt, plain black trousers [no leggings or denim] and plain black shoes or plain black trainers]</li><li>• Ensure they are organised for the day ahead, having completed all homework and bringing the necessary equipment, including a fully charged iPad</li><li>• Fully support our Behaviour Policy including expectations around attending reflection and detentions on the same day and placing mobile phones in the phone lockers at the start of each day</li><li>• Attend all Parents' Evenings and other meetings as requested</li><li>• Use the My Child at School app to monitor your child's engagement in school, to receive communication from the Academy and to communicate with the Academy</li><li>• Pay for the cost of any non-accidental damage caused by your child to Academy furniture, equipment or property</li></ul>	<ul style="list-style-type: none"><li>• Provide a safe, caring, orderly and supportive environment</li><li>• Provide a high-quality education for all students enabling them to develop their personal talents and achieve their personal best</li><li>• Keep you informed about your child's progress</li><li>• Listen to your views and respond positively to any concerns or complaints raised</li><li>• Apply Academy policy with consistency</li><li>• Work hard on our own professional development ensuring that we continually improve</li><li>• Be positive role models for your children</li><li>• Contact you if there is a concern relating to achievement, attendance, well-being or behaviour</li></ul>

## Our Graduated Response offer

The graduated response is a staged intervention plan which targets the level and expertise required depending on the student's needs. The graduated response works by connecting teams and systems in the school together to ensure there is a co-ordinated and transparent approach.



## The pastoral graduated response pathway

We secure inclusion for our students through our graduated response to Behaviour and Pastoral Care – the pastoral graduated response pathway.

We use behaviour data and contextual information to proactively identify our most vulnerable students who are struggling to meet expectations and emotionally regulate within the universal offer.

We respond to these students by implementing increasing levels of support and intervention at every stage of the graduated response to improve social and emotional skills and reduce their risk of exclusion.

We carefully track and monitor the progress of students to ensure our response is impactful.

At Oasis Academy Daventry Road we take an approach that has integration of services at its heart. It is a child-centred approach to planning and coordinating support that ensures all professionals are working together with the child and family at the centre of all considerations.

We work with local partners to provide effective support for our students, including Primary Mental Health Specialists, CAMHS, Families in Focus and the Bristol Inclusion Hub.

We honour the voices of parents and carers and take a child-centred, solution-focused approach to planning provision. This means that we centre the voice of the child and family alongside the voices of their children in the design, implementation and review of provision.

## Exclusion as a last resort

At Oasis Academy Daventry Road, we recognise that suspensions and exclusions often have a serious and negative impact on students. However, we also recognise that there is an important role

for suspensions and exclusions, both in law and in our academy's processes, to ensure the safety, wellbeing and effective education of our children.

When considering suspensions or exclusion as a response to a student's behaviour, we will take into account a range of factors as advised in the DfE's [Behaviour in Schools guidance](#) and [Suspensions and Permanent Exclusions guidance](#). Our approach and intent is always relational and restorative in nature, and we will seek to do everything we can to secure inclusion for our most vulnerable learners while also safeguarding the wellbeing and education of the wider school community.

Following a Fixed Term Suspension, the student and their parents/carers are invited to meet with a member of staff to reflect upon the reason for suspension and to agree a Behaviour Support Plan to avoid further suspension.

In line with DfE guidance, we work with a range of other academies and provisions to reduce students' risk of suspension and exclusion through Off-Site Direction placements at other secondary schools.

### **Permanent exclusions**

At our academy, we recognise that permanent exclusions are serious and should only be used as a last resort in response to 'serious breaches' or repeated breaches of the Oasis Behaviour and Pastoral Care policy or to safeguard the welfare and education of other students, after a range of strategies and interventions have been tried. As such, permanent exclusion is normally the final and most serious step taken in our disciplinary process.

### **Legislation and statutory requirements**

In everything that we do as an academy, we follow the appropriate policies and protocols, including, from the DfE:

- [Behaviour in schools](#)
- [Suspensions and Permanent Exclusions](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Keeping Children Safe in Education](#)

And from Oasis:

- Oasis Exclusion policy
- Oasis SEND policy
- Oasis Safeguarding policy