

Addendum to Oasis Academy Isle of Sheppey Behaviour for Learning Policy- September 2020

Good student behaviour and positive attitudes to learning are crucial. This addendum lists temporary changes to the main Oasis Academy Isle of Sheppey Behaviour for Learning Policy surrounding following return from Covid-19 to ensure children to ensuring that students settle back into school successfully and catch up rapidly.

Examples of potential changes you may want to outline here (details to be added for individual academies):

<p>Lever 1: Vision and Values</p>	<p>Our SHEPPEY values have never been so important and we will keep the six key values at the core of all decisions we make.</p> <ul style="list-style-type: none"> • Be SENSIBLE by following all instructions from any adult. • Be HARDWORKING by completing all tasks set to the best of your ability. • Be EMPATHETIC by helping to keep the environment clean and safe and by treating all equipment with care. • Be POLITE by using language that is caring and suitable at all times and by treating all with care and respect. • Be PROUD by acting in a manner that shows high regard for the academy and the wider community by adhering to the additional measures that have been put in place. • Be ENTHUSIASTIC by embracing the remote learning opportunities provided by the academy. • Be YOUNG people who put the values at the heart of everything they do.
<p>Lever 2: PD Curriculum</p>	<p>We have endeavoured to offer a number of strategies to students to enable them to face the challenges that come with the pandemic and the subsequent lockdowns.</p> <p>The following sessions have been delivered to support students during this time:</p> <ul style="list-style-type: none"> • How to use a 5 point scale and emotional regulation • Identity • Being kind • Forming positive relationships • Education on the coronavirus and how to stay safe and healthy
<p>Lever 3: Systems and structure</p>	<p>Many of the academy's expectations and classroom routines have remained in place. The following adaptations have been made:</p> <ul style="list-style-type: none"> • Students to wash their hands on arrival, before break and lunch, and when leaving to go home • All students to sanitise their hands when entering and leaving a classroom • 2 metre indicators have been put on all floors to ensure students and staff are two metres apart • A one way system is in operation for all staff and students to follow • Students are in year bubbles for all lessons and social time • Students to wear their face masks when walking around the school building <p>Rewards:</p> <ul style="list-style-type: none"> • Students will be given a conduct and effort score for each remote lesson • A weekly prize draw for those who have shown positive conduct and effort (including in school lessons) • House competitions for those working remotely <p>Sanctions:</p> <ul style="list-style-type: none"> • Receive a verbal warning of "That behaviour does not meet the rules of keeping everybody safe" and you will complete a restorative self-reflection about your behaviour including how that behaviour endangers others.

	<ul style="list-style-type: none"> • If behaviour then continues, you will receive a short sanction and discussion with a senior leader about your choices and a phone call will be made to your parent. • If a decision is made that you are unsafe on that day, your parents must collect you immediately or you will not be able to attend. • When you return, if there is no improvement you will be asked to stay away from Oasis Academy Isle of Sheppey during this period.# • Students will be given a conduct and effort score for each remote lesson • During remote lessons, if a student continuously disrupts (either by unmuting or using the class chat inappropriately), the student will be removed from the remote lesson and a phone call home made by the teacher and the year leader.
<p>Lever 4: Staff development</p>	<p>The following training and sessions have been given to staff to support students:</p> <ul style="list-style-type: none"> • How to use a 5 point scale and emotional regulation • Positive narration • How to effectively support students with ACEs • Behaviour for learning strategies in a socially distanced classroom e.g. use of non-verbal techniques, positive narration, deliberate pauses and use of countdown with observable actions • Scripting of three chances for teachers delivering remote lessons • Scripting of phone calls to vulnerable students by year leaders