The Oasis Academy John Williams Way

Behaviour Policy 2026-27

Oasis Academy John Williams Way 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
1:1 precise praise	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: • Effort in Homework / Revision • Effort in Learning • Kindness • Role Model For more information visit OAJW Rewards Journey
Kindness & Role Model Raffle	Regular prize draws to recognise and celebrate pro-social behaviour.
Attendance Incentives	To profile the importance of Attendance and recognise best and most improved attendance.
Positive Postcards	To recognise and reinforce positive learning and social behaviour.
Purple Tickets	Standout student in a lesson
Sports Awards Evening	Recognise contributions to sport.
Celebration Assemblies	To recognise students for achieving positive points in year group assemblies.
Annual Awards Ceremony	At the end of each academic year, we celebrate the best of OAJW at our Annual Awards Ceremony with subject awards for effort and attainment, alongside Head of Year, 360 Year Team Manager and Principal Awards for each year group. Parents/carers of young people receiving awards are invited to this event.
Year 11 Achievement Evening	Celebrate GCSE achievement and progress.

The Oasis Academy John Williams Way

The OAJW 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.

What great looks like

When we define **what great looks like**, we make it easy for every child and staff member to contribute to the creation of a relational culture that makes every member of the community feel accepted, included and empowered to flourish and achieve.

Rather than establishing specifically what not to do, **we define and teach the expectations and behaviours we want to see** – we tell students and staff explicitly what great looks like so that everyone feels a sense of belonging and knows how to be successful as a member of our academy community. Within each priority area, we create a rubric for a relational student and staff culture through the identification of positively stated, easy-to-remember expectations. These statements provide the roadmap that unites us to create the conditions for a relational academy climate to support teaching and learning.

What great looks like in the classroom

CLASSROOM

Entry & Exit routines	We arrive on time, enter the classroom quickly and quietly, completing the 'Do Now' straight away.
Active Listening routines	. We listen and lock into learning for the whole lesson . We persevere even when things are difficult . We respond positively to feedback . We produce work that we are proud of.
'You Do' learning routines	

What great looks like in social spaces [corridors, Atrium and outdoor spaces]

SOCIAL SPACES

Safe Transitions	We keep left, moving quickly and quietly to our next lesson.
Inclusive oudoor spaces	We play safely and care for our space.
Atrium routines	We keep the Atrium clean, tidy and calm, queue respectfully and are always kind.

What great looks like in how we communicate

COMMUNICATION

Engaged learners	We respect everyone's right to learn and give our full effort in every lesson.
A caring community	We are kind, celebrate achievements and are role models in our community.
Repairing conflict	We take responsibility for our actions, learn from our mistakes and repair relationships.

Consequences

At Oasis Academy John Williams, 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 behaviour that falls short of expectation is seen or reported, students are given negative points via Bromcom, the detail of which parents can view on the MCAS app and students can view on the Bromcom Student Portal, using their iPads. We try to keep our systems as clear and simple as possible so that they are understood by staff, students and parents/carers. Every student 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 Reflection, 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.

Receiving a 'Warning'

Warnings are recorded on Bromcom under the following categories:

- **Warning - Defiance**
- **Warning - Disruptive Behaviour**
- **Warning - Late to Lesson**
- **Warning - Unstructured Time Behaviour**
- **Warning - More Effort Required**

[If a student receives 2 warnings in the above categories any day, they must attend a 25-minute Reflection **on that same day**. Every day is a fresh start; all students therefore begin the day with no warnings].

- **Warning – Equipment** [Checked daily in Learning Mentor session]
- **Warning – Uniform** [Checked daily in Learning Mentor]

[If a child receives 3 warnings in any one of these categories throughout the academic year, they will receive a 25 min Reflection on the day of the 3rd warning].

- **Warning - Homework** [Students in Years 7-9 will receive a 25-min Reflection on the same day for each missed homework. For students in Years 10-11, a 50-min Reflection will be issued for English, Maths & Science homework not completed and 25-min Reflection for each non-core subject].
- **Warning - Late to School** [If a student arrives through the front doors after 08:40 they will receive a 25 min Reflection **on the same day**].

If a student does not bring their **PE kit**, or brings incorrect PE kit they will receive a **Warning-uniform** and will be expected to borrow the correct kit for that lesson. If this warning is the **3rd Warning- Uniform** they have received, this will trigger a 25-minute Reflection on that day. If they refuse to borrow the kit, they will receive a 25-minute Reflection on that same day.

Removal from lessons

We use a system of **'Chance -> Warning -> Support Call'** 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, a **'Warning'** is given. Further disruption will lead to a **'Support Call'** and the student being asked to leave the classroom and make their way immediately to ARC. They will remain in ARC for the remainder of that lesson and are expected to return for a 25-minute Reflection at the end of that day. If a child has to be removed from 2 lessons in a day, they will spend the rest of the day in ARC and complete a 50-minute Reflection after school on that day. If a student spends time in ARC it will be recorded via Bromcom [ARC-Disruptive Behaviour]. 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. **Time in ARC is extended** if a student does not arrive within 3 minutes of a support call being made.

When in ARC, if a student is not following reasonable instructions (e.g. to sit silently, not communicate with others, engaging in set tasks) they will receive a **'Chance'**; this is followed by a **'Warning'** if the child continues not to meet reasonable expectations. If following a warning in ARC, the student is still being disruptive, they will be asked to go for a **'Re-set'** conversation with a member of SLT and their time will be extended. This will be recorded as **Poor Behaviour in ARC** on the MCAS app. If a student is re-set twice within a day before lunch, they will spend the remainder of that day in ARC. If a child is re-set twice within a day after lunch, they will remain in ARC until part way though the following day.

Truancy from lessons

Truanting 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 ARC, where they will remain in ARC until part-way through the next social time. They are expected to attend a 25-minute Reflection after school on that same day. Time in ARC will be extended if the young person does not follow reasonable instruction when in ARC, complete their work 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; there are eight opportunities during the school day to use toilet facilities outside of lesson time.

For any student who leaves lessons a third time within a term, a **25 minute after-school catch up session** must be completed on the same day as the third episode of leaving lesson to go to the toilet. This is a supportive measure, with students having the opportunity to catch up on missed learning. If a student does not complete their catch-up session, they will be directed to complete this during part of their lunch break the following day. The events will be recorded on Bromcom as **Toilet during lesson** and register as one negative point. If students complete their catch-up time, these negative points are removed at the end of term. This expectation applies equally to all students, including those with validated medical needs, unless an alternative arrangement as part of a formally documented support plan has been authorised.

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 the Reception area, with our young people setting their combination code for their locker.

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 Reflection, they will collect their phone after they have completed their reflection time. Any child who arrives late to school must hand their phone in at Reception, where it will be kept in a late box and collected after Reflection [where there is not a legitimate reason for their lateness, such as a medical appointment]. 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 and replace it in their locker when they return.

Any phones that are not handed in and are then seen/heard/carried on a child's person will be **confiscated for 7 days**. We expect full student compliance and full parental support with this policy. If a child does not want to have their phone confiscated for 7 days, 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**.

If a child accesses their phone locker during the day, which is not permitted, their phone will be confiscated for 7 days. Where a phone is confiscated, we provide, on request by a parent/carer or student, a simple pay as you go mobile, which is loaned during the time of confiscation.

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].

Smart watches

Many smart watches now offer internet and e-mail access, alongside standard functions of messaging, camera, video and sound recording. Smartwatches are therefore not permitted to be worn to school, as staff are unable to monitor them closely enough to ensure they are being used appropriately.

False nails/ nail varnish

False nails and nail varnish are not permitted in school for health, safety, and hygiene reasons. They can pose a risk during practical activities such as PE, science, or Food lesson, where long or artificial nails may cause injury to the wearer or others. Additionally, they are not in line with the Academy's uniform policy.

Any student with false nails or nail varnish will receive a **50-minute Reflection every day they are wearing them**.

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 OAJW:

- 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 360 Pastoral and Attendance Team
- If a student is seen leaving site without permission, parents/carers are contacted via an MCAS message or phone call.

Reflection

Where a student's behaviour has fallen short of expectation, as detailed in the above sections, they may be required to attend either a 25- or 50-minute Reflection **on that same day**. It is the responsibility of each student to check the Bromcom Student Portal via their iPad to see if they have a Reflection. If their iPad has run out of battery, or they have forgotten it on that day, it is their responsibility to go to LS0.1 or LS0.2 at the end of the day and ask the member of staff on duty there whether they have a Reflection. We ask students doing this to wait patiently for the member of staff to check the list. 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 Reflection for a different day [to ensure every student has a fresh start the next day]. Reflections 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 Reflection, then they simply choose to follow our basic expectations throughout the day.

Failure to attend a Reflection will result in extended time in ARC the next day as well an expectation to attend Reflection the next day; if they do not attend reflection for a second time, this will result in further extended time in ARC and if a student does not complete their reflection for the 3rd day running, they will spend a full day in ARC in addition to the reflection time owed. This can be avoided by attending Reflections as required. Again, each child is in control of this entire situation.

In cases where a student persistently fails to attend Reflection, escalation may include a referral to complete an Immersion for 1-3 days at another local school.

In Reflection, students are expected to follow basic rules and expectations, which include sitting quietly and not disrupting the session. **Chance -Warning - 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 ARC the next day, including 25 minutes after school.

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 ARC with 50 minutes after school
- Immersion [time in ARC] 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
- Alternative Provision – a time limited placement at another education setting
- Permanent Exclusion – the child is no longer allowed to attend OAJW.

Behaviours which may warrant the more serious consequences listed above include but are not limited to:

- 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 ARC

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 iPad

Students may receive warnings or chances to correct their behaviour when misusing iPads in lessons. Examples of misuse include playing games during class time, using apps unrelated to the lesson - such as drawing programs - and using Microsoft Teams or email for non-educational purposes, like group chats. Additionally, completing homework for other subjects during lessons, such as doing Sparx Maths during a Spanish lesson or Whole School Reading, is considered misuse.

More serious actions will lead to stronger disciplinary measures. These include malicious communication via Teams or email, sending emails during lessons, and generating harmful content using AI tools. Taking or storing photos of other students or staff without permission is also considered inappropriate and will be treated with greater severity.

If a student engages in inappropriate use of their iPad, staff may conduct spot checks on the device. Consequences can include temporary removal of the iPad or restricting its use to school premises only.

Inappropriate use of social media outside of school

We recognise the growing impact of social media on students' wellbeing, relationships, and behaviour. Inappropriate use of social media, including outside of school hours such as bullying, sharing harmful content, or engaging in disrespectful communication - can have serious consequences both in and out of school and may lead to sanctions in 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 John Williams, 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."[1] We work proactively to respond to children's needs and understand their regulation profiles so that this is **always a last resort**.

Recording: We always ensure that any use of reasonable force is recorded on CPOMS [Child Protection Online Monitoring System].

Communication: We communicate with the family by phone call or follow-up meeting.

De-brief: We reflect on all occasions of the use of reasonable force to ensure that necessary adjustments are made to the child's provision and to school responses by de-briefing with our Duty Team and sharing key learning with our wider team.

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 **parent/carer**, we ask that you:	As a **staff team,** we will:
• Ensure your child attends school every day, arriving by 08.40 • Ensure they always wear the correct uniform [OAJW Blazer or OAJW branded jumper and tie, white shirt, plain back trousers [no leggings or denim] and plain black shoes or plain back trainers] • Ensure they are organised for the day ahead, having completed all homework and bringing	• Provide a safe, caring, orderly and supportive environment • Provide a high-quality education for all students enabling them to develop their personal talents and achieve their personal best • Keep you informed about your child's progress • Listen to your views and respond positively to any concerns or complaints raised • Apply Academy policy with consistency

the necessary equipment, including a fully charged iPad • Fully support our Behaviour Policy including expectations around attending ARC and reflections on the same day and placing mobile phones in the phone lockers at the start of each day • Attend all Parents' Evenings and other meetings as requested • 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 • Pay for the cost of any non-accidental damage caused by your child to Academy furniture, equipment or property, including their iPad	• Work hard on our own professional development ensuring that we continually improve • Be positive role models for your children • Provide information and updates through our termly Newsletter and other communication • Contact you if there is a concern relating to achievement, attendance, well-being or behaviour

Student Voice

We recognise the importance of listening to the child to ensure that our students have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering student voice:

Mechanism	How we do it
Tell Us	A dedicated Microsoft Form for students to report concerns and/or share their views at any time. For more info visit Tell Us Update 2026 (youtube.com)
Student Surveys	Online surveys to gather views of all students
Student Leadership	Representation from each year group along with Year 11 student leaders regularly meet with academy leaders to share wider student views.

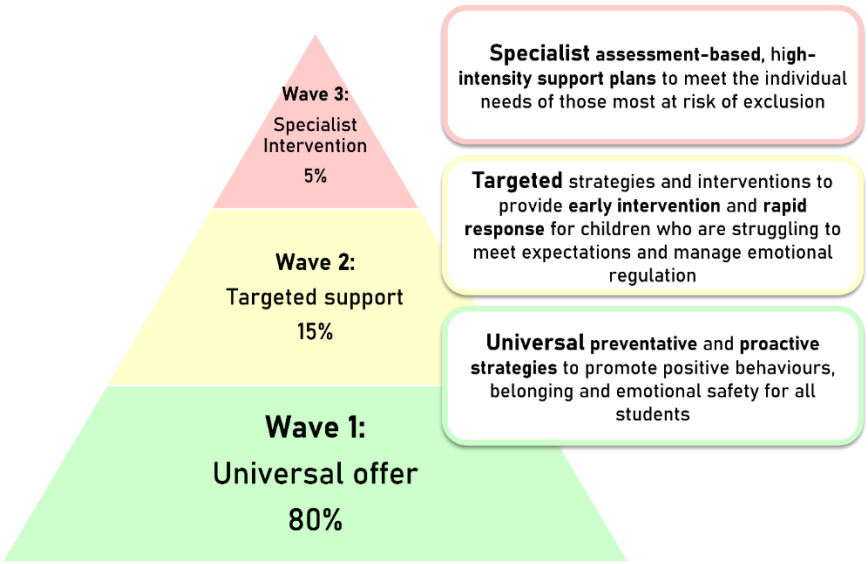
Parent Voice

We want to work in active partnership with our families and community to encourage excellent behaviour and to support and collaborate to improve behaviour where there are difficulties. Following a serious behaviour incident or recurrent low-level behaviours we will invite parents in to meet with the relevant adults in school to work together to present a united and collaborative approach to improving behaviour.

We also host three **Parent Forum** meetings to enable parents/carers to share their views and feedback with academy leaders. Dates and times will be shared with all parents in advance of the meetings.

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.



Team Around the Child

At Oasis Academy John Williams we take a The Team Around the Child (TAC) 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.

Suspension as a last resort

At Oasis Academy John Williams, 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 Suspension and Permanent Exclusion 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 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

We follow the appropriate policies and protocols, including, from the DfE:

- Behaviour in schools
- Suspension and Permanent Exclusion guidance
- 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