



## **OAB Behaviour for Learning Policy**

Last updated: 01/12/20

### **Localised Academy version: 1.0**

This policy should be read alongside the OCL Behaviour for learning policy, which includes more detail around the four levers from a trust perspective.

## Introduction

At Oasis Academy Broadoak we believe that good behaviour is the key to a good education. We are committed to developing the character of every pupil, in line with our Oasis 9 Habits and Building Learning Power (BLP), in pursuit of all pupils 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

## 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, young person and member of staff
- We foster character and self-belief and encourage pupils 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                                                                                                                   |                                                                                                                                                                          |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Academy Vision and Values</b>                                                   | 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                                                         | <br>Harmonious climate for learning where all young people can flourish and thrive. |
| <b>2 Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)</b> | Set, design and agree the pastoral curriculum in line with vision and values                                                                                                                           | Deliver the curriculum effectively and inspirationally                                                                          |                                                                                                                                                                          |
| <b>3 Academy Behaviour Systems, Structures and Routines</b>                          | 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, <b>consistently</b> and in line with the vision and values |                                                                                                                                                                          |
| <b>4 Behaviour Training and Professional Development for staff</b>                   | 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                            |                                                                                                                                                                          |

## LEVER 1: ACADEMY VISION AND VALUES

As a school community we want our children to have **learning at their heart** and have teachers who **ignite their curiosity** – together developing a **love and independence for learning** through a **broad, relevant and active** curriculum. They have a right to an **aspiration** and a sense of **self-worth** that comes from **achievement and challenge**, leading to **outstanding progress** so that they have all the skills they need for the next stage of their life.

### 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.

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

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 pupil 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 Broadoak, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. 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.

## BLP

## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

### Character Education at OAB

This curriculum consists of everything outside of the academic curriculum, and covers:

1. The 'taught' character curriculum:

- PSHE (physical, social, health and cultural education)
- Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
- Extra-curricular programme (e.g. before- and after-school clubs and societies)

2. The culture created by staff behaviours and the systems and routines of a school. This is often less tangible and may be seen in the way assemblies are conducted, in class time/family time, in corridor conversations, and in signs and symbols around school.

### Extra Curriculum Provision

Sports: football, netball, hockey, tag-rugby, curling, rounders, cross-country, street dance, Zumba, athletics, boxing, gymnastics, fencing, basketball, adventure games, lacrosse, volleyball, boccia, circuit training

Groups: Super Singers, Crafty Kids, Nature Detectives, Funky Fact Finders, TT Rockstars, Baking

Before school care: nurture breakfast, pastoral boxing, breakfast club



### Experiences

Sealife centre, Lowry Theatre, Recycling centre, Robinwood residential, Local River Study, Portland Basin, on-site camping, Quarry Bank mill, Bikeability, Swimming and many more.



## LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES AND ROUTINES

### Strategies for promoting positive behaviour

- Staff work to promote positive behaviour at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. Additionally, these assemblies allow children who are promoting our school values outside of school to share and celebrate their success with staff and peers.
- Senior staff hold regular assemblies (celebration/ethos assembly) to remind children of the positive behaviours they should exhibit.
- Dojos can be earned in class each week (linked to 9 Habits) and rewards issued by teachers.
- Weekly Learning Champions and Termly Superstars provide good role models of positive behaviour.



Class teachers discuss positive behaviour with their pupils and ensure that the school rules and coloured smiley faces are displayed in classrooms and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations

### Procedures for implementing the behaviour policy

Staff explicitly reinforce expected behaviours through positive management.

The following system will be utilised in conjunction with the classroom 'Going for Gold' system. If a child is on green and presents with low level behaviour the following process should be followed prior to a move to yellow, in order to allow the child time to self-correct.

1. Praise positive role models in the class
2. Use a non-verbal signal to the specific child to give them a reminder of what is expected.
3. Verbally remind child of the expectation in class
4. They move onto the yellow zone

If a child self corrects once on yellow it is VITAL their name be moved back to green publicly, in order to evidence to children that staff are willing them to make good choices. However, if whilst on yellow behaviour is still disruptive to learning then they receive a verbal reminder before moving to red. Children can still earn their way back onto yellow and then green by making positive choices. This system will reset for each lesson in Phase 1 & 2 and will be for the extent of the morning or afternoon session in KS2, after which, all names will then be returned to green in order to allow children a fresh start.

### Behaviour escalating beyond low level

If once the child is on red face they continue to behave poorly, the child will be asked to leave the classroom for 5 minutes to the year group above. If on return to the classroom, the behaviour is persistent S. Rathore (Phase 1)/L. Thomas (Phase 2)/S. Ahmed (Phase 3)/A.Taylor (Phase 4) will be asked to come and speak to the child. This will result in a loss of 5 dojos.

**It is imperative at this stage the accrued lost learning from this meeting is reclaimed by class teacher during non-teaching time this may be break times or lunch times.**

If the behaviour is continuous, the child will be sent to the Assistant Principals (Z. Etchells/K.Todd) and will lose an additional 5 dojos. Any violent/physical attack will automatically result in a loss of 5 dojos.

### Behaviour Incident Recording

- All behaviour incidents should be logged as soon as possible (lunch/end of the day) using CPOMs. Incident logs are not for low level disruption unless it is on-going
- **All incidents** should include the action(s) already taken by the class team
- All incidents should include alerts to other relevant staff eg, Teacher, TA
- Incidents **MUST** be reported verbally where immediate action may be required
- A witness statement may need to be completed and uploaded to CPOMs
- All incidents are monitored by the Leadership Team and further actions will be added as required

## Inclusion Team

The Inclusion Team can help you work with identified children to support them to develop self-esteem, confidence, social skills, different ways to manage their feelings and also effective behaviour for learning, including listening skills and concentration.

1. Internal referral for Pastoral support
2. Boxall profile completed by class teacher
3. Risk assessment and Positive Behaviour Plan completed by class teacher and Pastoral Team, **these must be agreed with parents and uploaded to CPOMs**
4. Positive behaviour plans, visual timetables and reward chart should be used as required
5. Intervention work should be carried out and logged on CPOMs with the class teacher & TA alerted
6. Support should be regularly reviewed to ensure it is having a positive impact

## Lunchtime Behaviour

Expectations for behaviour remain unchanged during non-structured times such as break times and lunchtime. Positive behaviours will be praised publicly to class teacher in front of child and championship points will be awarded to the child.

If OAB rules are broken during lunchtime children will be given a red card. When issued with a red card, children will be given 2 minutes to sit out from play for reflection. Red cards will be tallied by the class lunchtime organiser and reported back to the class teacher at the end of the week. This will be investigated if persistent red cards are being issued within a week. Additionally, this will be reported to parents.

Lunchtime organisers will issue a maximum of 2 red cards within a lunch session. If inappropriate behaviour persists during the same session, the child will be asked to report to the lunchtime supervisor for remainder of session. They will determine if a lunchtime incident form needs to be completed and reported back to pastoral staff. At the lunchtime supervisor's discretion children will then be brought back into school where necessary.

If a child presents any extreme behaviour (physical aggression, persistent verbal aggression) during lunchtimes an automatic 2 lunchtime exclusion will be issued. During the exclusion a child will be asked to complete a reflection sheet with a member of staff and given the opportunity to discuss strategies to prevent further occurrence. These reflection sheets will be collated and managed by exclusion staff and any arising/persistent issues will be communicated with class teacher.

All lunchtime exclusions need to be reported to class teacher and exclusion staff by the Lunchtime Supervisor on the day of issue so this may be communicated efficiently to parents.

## De-escalation and diffusion strategies

De-escalation techniques are used to reduce the impact of poor behaviour. More specifically:

- using non-verbal cues
- allowing adequate personal space
- using active listening
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the student to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the student feel they are still in control of their decisions
- going to an alternative space with the student that is less stimulating or removes access to the triggers
- the use of any individual techniques on a child's positive behaviour plan or SEND 1PP
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour
- See the Oasis 9 Habits De-escalation Tool in the Appendices

## Parental Involvement

### Positive informing

Parental involvement is essential to maintain good behaviour. These desired behaviours will be rewarded and communicated to parents verbally, through stickers and certificates directly from class teacher. Every week, parents are welcome to attend our celebration assembly.

In addition to this, on a weekly basis the class teacher will nominate 2/3 children, who will receive a gold sticker from the Principal as well as being celebrated on the school website.

### Negative informing

If a child finishes the day on red face, this needs to be communicated to parents by the class teacher as a preventative measure and an opportunity to self-correct behaviour for the remainder of the week. If a child is placed on a report card, the parents will be informed by the class teacher and if they are on Level 2 or above they will be invited to attend a meeting with Phase Leader/ALT.

### Behaviour for Learning Report

For children who are persistently getting on red face and losing dojos they can be placed on report card.

- Level 1 (Class Teacher Report)

The Class Teacher sets the child personalised targets to help improve their behaviour. This is sent home each day and the parent/carer must comment and sign it before it is returned. The child must achieve 70% good or better for ten days to be removed off the report (Level 0). If the card is lost then an additional day is added on. If they do not achieve this they will be escalated to the next level.

- Level 2 (Phase Leader Report)

The Phase Leader sets the child personalised targets during a meeting with parents to help improve their behaviour and meets with them each day. This is sent home every day and the parent/carer must comment and sign it before it is returned. The child must achieve 70% good or better for ten days to be removed off the report down to Level 1 or 0. Whilst on it they must stay in for three lunch time reflection periods with Miss Lloyd. If the card is lost then an additional day is added on. If they do not achieve this they will be escalated to the next level. **During this time they will not be allowed to attend after school clubs.**

- Level 3 (Academy Leadership Team Report)

The Academy Leadership Team sets the child personalised targets during a meeting with parents to help improve their behaviour and meets with them each day. This is sent home every day and the parent/carer must comment and sign it before it is returned. The child must achieve 70% good or better for ten days to be removed off this report down to Level 3, 2 or 1. Whilst on it they must stay in for five lunch time reflection periods with Miss Lloyd. During this time they will not be allowed to attend after school clubs. If the card is lost then an additional day is added on.

## LEVER 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

### Academy Leaders

- Leaders are trained on using academy 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:

- 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 and Diffusion



Engaging with positive handling training and following scripts as necessary. All staff receive a level of de-escalation training across the year and some staff complete 2 day licenced Team Teach training. Key staff complete positive handling training and all staff are trained internal on the laws and legislation around using reasonable force in schools.

## Legislation and Statutory Requirements

This policy and localised protocols developed in OCL Academies must follow advice from the 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 SEND code of practice as well as localised protocols:

- 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 on CPOMS.

## Positive Behaviour Plans

The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is the norm and not the exception. Such planned physical intervention should be recorded and monitored through the young person's individual plan. In order to link to the Oasis Ethos and 9 habits each plan should link to the habits and involve the student identifying at least one or more of the habits they need to embed as part of their character.

## 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/>

## Abducting – leaving without permission

OCL Academies 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. Academies should reduce the potential for absconding by ensuring:

- 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

- Academies will have their own localised procedures in the event of a student absconding and these will include:
- 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 (This may involve staff training)
- Informing the parents or 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

## Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct must always be considered by leaders.

## Confiscation

Any prohibited items (which should be listed in the Academy's behaviour protocol) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. 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

The decision to exclude a pupil must be lawful, reasonable and fair. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently.

### Principal/Assistant Principal to:

1. Review behaviour incident on CPOMs – child voice, all adults heard, witness statements needed?
2. Update incident categories – exclusion types
3. Add action for how child and parent are informed
4. Alert staff members including class teacher and office staff
5. Complete the exclusion letter & upload, get a work pack ready and as applicable arrange an alternative educational placement from day 6
6. How many days has the child already been excluded for? If more than 15 days in a term arrange Academy Council review meeting and inform the LA
7. Log reintegration meeting upon return
8. Tag any other agencies to be involved

A report will be produced for the Academy Council each half term summarising the exclusions for that term. The Academy Council Chair & Local Authority will be informed of:

- a permanent exclusion (including where a fixed period exclusion is made permanent)
- exclusions which would result in the pupil being excluded for more than fifteen school days (or more than ten lunchtimes) in a term
- exclusions which would result in the pupil missing a public examination or national curriculum test

If a child physically hurts a member of staff, is excessively physical with another pupil or scales/climbs perimeter fences and gates this will result in an exclusion. An exclusion can also be issued in exceptional circumstances where extreme behaviour gives the Principal no alternative or where a serious incident has to be investigated. Where necessary, individual cases are forwarded to the pastoral manager or the SENCO for intervention. Following an exclusion an Academy should reflect on its level of inclusivity – "Can we do anything differently to avoid permanent exclusions?"  
See: 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 Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits