



Behaviour for Learning Framework
Oasis Academy Coulsdon
Updated 2014/15



The OFSTED Framework September 2014

Grade descriptors – The behaviour and safety of pupils at the school

Outstanding (1)

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Introduction and Rationale

At Oasis Academy Coulsdon the behaviour, safety and attitude of our students is vitally important if they are to make good academic progress and develop as well-rounded young adults.

Feedback from staff, student panels, parents/carers and the local community make it clear that behaviour matters. A well-ordered, calm and loving environment makes a huge difference to all involved in the Academy. We all support an academy which promotes positive behavior and moves swiftly and effectively to deter and deal with poor behaviour choices.

In addition all academic research shows that good, positive behaviour in the classroom leads to a better learning environment in which students have the confidence to aspire to their academic goals.

We will establish and embed the highest levels of behaviour and attitude to learning possible, to be displayed by our staff and students at all times. This is supported by our Mission Statement “**Outstanding, Every One, Every Time**”. We strive to create a learning environment which nurtures our students and builds confidence in a loving, caring, family atmosphere. We want staff and students to look forward to coming to Oasis Academy Coulsdon because it is a special place in which to be and one which meets the needs of all our family members. We also expect our staff and students to maintain our high standards outside of the school grounds because they represent our academy at all times.

‘Ofsted reports that schools are most effective where the behaviour policy is applied consistently. A well thought-out policy lays the foundation for such consistency.’

Department for Education

The purpose of this framework is to make it clear to staff, parents/carers and students what our expectations are and the procedures we have in place. It is important that this framework is read by all stakeholders so that there is a clear understanding that negative behaviour choices will have consequences and positive choices will be rewarded. Rewards play a crucial role in our efforts to eradicate low-level poor behaviour, giving students something to aim for in all that they do in the Academy.

Please note that any behaviour framework cannot cover every type of behaviour, incident or set of circumstances. There will of course be occasions when the Academy Leadership Team will deal with a situation on an individual basis and with the best interests of all students taken into account.

In the Classroom

An Oasis student will follow these rules in every lesson:

- **Respond promptly to the adult's signal for attention**
- **Follow instructions from teaching staff when given**
- **Remain on task as directed**
- **Listen and not interrupt when others are speaking**

Teaching staff will use the C1, C2 and C3 consequences if students choose not to follow these rules.

Teaching staff will explain their signal for attention to their students and will make it clear what each task is as the lessons progress.

If students fail to follow the following rules, they will be given an automatic C3 detention without warning:

Arrive on time:

This means on time for every lesson, assembly and mentor time. Students are required to be in their classrooms promptly.

Be equipped:

This includes a pen, pencil, ruler, rubber, compass, protractor (180⁰ or 360⁰), pencil sharpener, calculator, pocket dictionary, the exercise book for the lesson and planner.

Students can buy equipment from the student shop at break or lunch time and obtain a day sheet at student reception before school without a consequence on a one-off occasion. Repeated borrowing within a week will lead to a C3 detention.

Additional rules to note:

No toilet breaks are allowed during lessons unless a student has been issued with an exit pass by Mrs Gallagher by prior agreement between home and school.

No water breaks are allowed during lessons, except as directed in PE. Water is freely available during break time and lunchtime. Water can be drunk in lessons.

No use of electronic devices in lessons without explicit permission from teaching staff. The consequence for using phones and other devices without permission is a C4 and confiscation of the item. The item will be confiscated until parents either write for the release of the device or collect in person. If students choose to break this rule, they have made a choice to cause their parents the inconvenience of attending school to collect the item. Refusal to cooperate with a confiscation will result in a Saturday detention.

Lesson transition for staff and students:

<p>Beginning of each lesson</p>	<ul style="list-style-type: none"> • Meet and greet for each lesson to include: <ul style="list-style-type: none"> ⇒ 'One foot in the classroom, one in the corridor'. ⇒ First five minutes of each lesson activity on screen/student desks/handed out at the door for completion. • Ready for learning— planners and equipment out on the table, uniform and appearance checked on entry to the room/space.
<p>End of each lesson</p>	<ul style="list-style-type: none"> • End of each lesson to include: <ul style="list-style-type: none"> ⇒ All students ready to be dismissed just before the end of the lesson ⇒ Chairs to be placed under desks and the room tidied to be left as it was found. ⇒ Teacher to have 'one foot in the classroom and one foot in the corridor'. ⇒ Students are to be dismissed row by row, or table by table. Classes are not to be dismissed as whole cohorts.
<p>Corridor Culture</p>	<ul style="list-style-type: none"> • We all teach transitions. All staff are to be on the corridors in their areas to support transition, <u>even when not teaching.</u> • We all walk on the left through corridors and on correct staircases. • Move sensibly and orderly when moving around the Academy.

In the Corridors:

In the corridors, any member of staff has the authority to enforce the rules by giving students who fail to behave appropriately an automatic C3 or C4 detention.

These are the rules:

- Wear full uniform correctly including ties, top buttons, shirts and shoes
- No outdoor clothing to be worn inside the building
- Walk purposefully without running
- Use of correct staircase
- Use private voices without shouting
- No eating, drinking or chewing
- No littering
- No physical contact or games
- No electronic devices or headphones visible inside the school building or grounds at any time including after the 3pm final bell
- No disturbance to other lessons through windows or doors

In the Dining Room, Playground and Outside the School

Again, the consequence for breaking these rules are a C3 or C4 detention:

- Present planner when asked by any staff member at any time
- No littering
- Clear away all debris, plates and cutlery after using the dining room
- No pushing-in to the lunch queues
- Following all instructions from members of staff without argument
- Using private voices without shouting in residential areas
- Crossing the roads in a safe, disciplined manner
- No spitting anywhere or at any time.
- Oasis students are banned from being in the local shops after 8.20am
- When using public transport, being polite, respectful and caring to all members of the community

More serious incidents or failure to cooperate will be dealt with via a C5 detention or a further consequence.

Serious Offences:

In line with the existing school Code of Conduct, there are a number of behaviours that are non-negotiable and will be dealt with by issuing a Saturday detention, I-Zone placement or a Fixed Term Exclusion.

- Smoking or being in the possession of smoking paraphernalia
- Blatant defiance
- Violence of any kind
- Abusive language to any staff member
- Racist, sexist or homophobic language
- Harassment or bullying.
- Anti-social behaviour: spitting, graffiti, vandalism
- Damage to property or theft

Any act in public that brings the school into serious disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in permanent exclusion.

Alternative Provision/Respite:

In situations where students are repeatedly given Saturday detentions, spending multiple days in the I-Zone or receiving fixed term exclusions, we will consider providing students with respite from the academy.

This is a *'buffer zone'* between mainstream school community and permanent exclusion. Each individual will be assessed and the alternative education provider will deliver a personalised programme that enables the students to develop the attitudes and skills needed to comply with our Behaviour for Learning policy.

Students will be expected to demonstrate that they are ready to return to mainstream lessons, ready to respect the privilege of wearing the Oasis Academy Coulsdon uniform and ready to engage in learning without disrupting the learning of others.

The message to students in this situation is clear: they are only there because of the poor choices they have made and we will not tolerate behaviour that disrupts the learning of other students or spoils the distinctive ethos we have created.

Consequences

To make the system easy for all to understand, we have introduced a set of consequences called C1, C2, C3, C4 and C5 as described below:

C1: A first warning, firmly given. This is a signal that a student's behaviour is unacceptable and needs to be changed. It is a prerequisite that the member of staff employs some strategies that will help change behaviour e.g. a quiet conversation or moving the student.

C2: The second warning. This indicates that the student is on the edge of a significant consequence and must comply with the rules without fail. His/her name may be listed on the board.

The C1 and C2 consequences are only used in classrooms and allow teaching staff to refocus students on learning as firmly and as quickly as possible. The classroom teacher will have used strategies to resolve the behaviour and reminded students of the need to make the right choices. No further action is taken provided that they return to behaviour that is consistently within the rules.

C3: A 20 minute detention taken the same day.

C3 is when a student has ignored previous warnings by a teacher in a lesson or has been displaying inappropriate behaviour outside of a lesson but within the academy grounds.

If the C3 incident has taken place in a lesson then the classroom teacher should log the incident on SIMS as well as in the student's planner and carry out the detention during that day at a time which is suitable for them.

If a C3 incident is witnessed by a member of staff who is teaching, they should email student reception with the details. Student reception will inform the on-call member of staff who will follow the procedure below.

If the C3 incident is witnessed by a member of staff who is available or the on-call member of staff then the following procedure will be followed:

- Staff member puts a sticker or note into the student's planner informing them of their detention for 20 minutes that day and the location.
- Staff member logs the information on a clipboard carried by the on-call member of staff.
- After the on-call member of staff finishes their duty the log is always returned to student reception and then the new on-call member of staff picks it up.
- At the end of the day student reception creates a list of all students who are in detention that day and how long they are in detention for. 2 copies of the list will be needed.

- Each day a Family Leader and a Learning Zone Leader supervise the detention in the Green Hall. They will need to pick up the list from student reception.
- Student reception gives a copy of the list to main reception who give the students a negative SIMS entry.
 - If a student has more than 1 consequence in a day they should discuss the situation with their mentor who will assist them in taking the correct steps
 - Family Leaders will make decisions on repeat offenders

C4: A one hour detention taken the next day.

If a student misses a C3 detention, needs to be removed from a lesson or displays behaviour outside of a lesson worthy of an hour detention then students will receive a C4. The main (but not exclusive) elements that describe a C4 are;

- Endangering the safety of themselves, other students or staff members
- Defiance

The procedure for C4 is the same as C3 except main reception will send an email to inform parents (this is an additional method of contact to the planner to ensure parents are aware of the consequence).

Students who disrupt learning persistently or significantly will be removed from the classroom. An "On-Call" member of staff will be called via radio or an email/student can be sent to student reception. The on call member of staff will place the student in a peer support room. The automatic consequence is that they will receive a C4 which must be carried out by the classroom teacher or the Head of Department/Learning Zone Leader. The classroom teacher must contact the student's parents that night, discussing the behaviour issue and consequence. Students will only return to the next lesson of that subject e.g. their next English lesson, if they are deemed to be in the right frame of mind to follow all instructions without further disruption.

Any student who refuses to exit a classroom will be put into a Saturday detention for 3 hours.

C5: A 2 hour ALT detention on Friday

If a student misses a C4 detention, displays unacceptable behaviour outside of a lesson or has repeatedly made wrong choices then they will receive a C5. The student's Family Leader or Learning Zone Leader will call home to inform and explain to parents what has happened. The Family or Learning Zone leader will also log the student on SIMS and into the ALT detention spreadsheet.



Further Consequences

Saturday Detentions, I-Zone, Temporary Exclusions and Permanent Exclusions are considered only in extreme circumstances and can only be authorised by a member of ALT.



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