



# **Oasis Academy Coulsdon Behaviour for Learning Policy**

**September 2020**

**Note – separate addendum accompanies this policy for changes as a result of COVID-19**

## Introduction

Oasis Academy Coulsdon, as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students 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 and young person and member of staff
- We foster character and self-belief and encourage our students 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, consequences, attendance etc.)
4. Behaviour Training and Professional Development for staff

## Level 1: Academy Vision and Values

This vision must be at the centre of every strategic decision we make.

The Academy vision is more than just words – it is what we are about, why we work here and what makes us special.

We expect all our staff to support our vision in every way they can in order to help our students achieve excellence and leave the Academy equipped to be successful and happy in life.

### Vision

*Oasis Academy Coulsdon is a family dedicated to every student and the community. Students will achieve excellence and a love of learning through developing rigour, resilience and passion.*

Our mission statement is simple – we are striving to be excellent in everything we do.

### Mission Statement

*Excellence through rigour, resilience and passion.*

## Values

Staff working here are driven by our **five key values**, each of which contribute to students' success:

- **Excellence** – commitment to excellence in every area of Academy life.
- **Love** – providing the care and support that a parent would, including 'tough love' on occasions to challenge poor behavioural choices.
- **Family** – underpinning all we do is a family ethos, working together to overcome obstacles and ensuring that every single child matters to us.
- **Determination** – a recognition that developing a child's resilience and ability to deal with adversity equips them with key skills for a life that can sometimes be tough.
- **Politeness** – respect, tolerance and kindness to each other.

## Oasis 9 Habits

Oasis believes that there are 9 'habits' or traits that we can all develop in order to be successful in school, work and life. We are all on a journey and should never stop evaluating where we are and working on improving ourselves.

Staff and students discuss these 9 Habits in PSHE, Assemblies and daily Academy life:

- **Compassionate** – to be compassionate and kind whilst acting justly
- **Considerate** – to choose to love others like you love yourself
- **Forgiving** – to be forgiving and committed to healthy relationships
- **Honesty** – to be honest and have integrity
- **Hopeful** – to be hopeful in seeking transformation
- **Humble** – to be honouring of others through serving with humility
- **Joyful** – to be joyful and positive and to help others be the same
- **Patient** – to be patient and persevering
- **Self-controlled** – to be self-controlled

## Lever 2: Personal Development Curriculum

### *Character Education at Oasis Academy Coulsdon*

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

1. The 'taught' character curriculum:
  - CEIAG (careers education, information, advice, and guidance)
  - PSHCE (physical, social, health and cultural education)
  - Enrichment activities (e.g. trips and visits, noncurricular courses or workshops)
  - 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 mentor time/family time, in corridor conversations, and in signs and symbols around school. This is often summed up as 'the way things are around here'.

## Lever 3: Academy Behaviour Systems, Structures and Routines

The Academy introduced a revised behaviour system in September 2019 aimed at ensuring all students have the best access to outstanding learning and personal development. It has the Academy's 5 core values at its very heart – achieving excellence in all we do through a family approach. We are committed to ensuring that all our students leave the Academy with strong academic achievements in addition to being well-rounded young people able to live successfully and happily in a demanding world.

### Rewards

1. All staff offer positive and specific praise for all children on a consistent basis. This may be in the form of verbal praise, merits and contacting home.
2. Students earn **merits** for every aspect of Academy life (attendance, classwork and homework performance, service, enrichment participation and showing evidence of positive character traits). These merits are recorded in students' Record Books and collected in weekly.
3. Students' merits count towards their weekly 'pay-slip' (see later section).
4. Students belong to one of 4. Merits count towards the House competition where students compete to win the coveted House Cup.
5. Each week Family Leaders identify 'stars of the week'. There are termly rewards assemblies where students receive certificates, badges and prizes for their contributions to Academy life.
6. The pay slip is also used to identify students who qualify for termly rewards events. In addition, the top 10 students weekly in each Family Group win first entry to the Diner for the following week.

## When behaviour is unacceptable and disrupting learning:

1. The student will be given a clear verbal warning.
2. If the student chooses to continue their poor behaviour, their teacher will issue them with a demerit. This demerit is recorded on Bromcom.
3. If a student receives 2 demerits in a day, they will receive a 30 minute detention held on the same day.
4. If a student continues to behave poorly after a warning, they will be removed from the lesson and will work under the supervision of a senior member of staff in the Reintegration Room until they are ready to return to lessons. It is hoped this will be their next lesson but will not happen until they have demonstrated they are ready. Any student removed from a lesson will receive a 60 minute detention to be held the same day. Parents will be notified by text. Removal from a lesson allows the other students to learn without further disruption and gives the student the opportunity to reflect on their behaviour choices.
5. Any student receiving 4+ demerits in a day will be removed from lessons for the rest of the day and Family Leaders will contact home to discuss next steps.
6. Demerits are totalled each week, along with merits, and contribute to the students' 'pay-slips'.
7. Any student leaving their Record Book at home will receive an automatic 60 minute detention and will have a one-day Record Book.
8. Demerits can be given without warning for certain reasons. These include: breaches of uniform, lateness to school/lessons, unruly behaviour in corridors, lack of homework, chewing gum and eating in prohibited areas.
10. More serious behaviour issues or repeated disruption to others' learning can result in other consequences:
  - Being placed on report to mentor, Family Leader or Senior Leader
  - Academy Leadership Detention (each Thursday from 3.20pm – 5.00pm)
  - Saturday detention
  - Behaviour Support Plans
  - Education in an alternative provision for a period of time
  - Fixed term exclusion
  - Permanent exclusion
11. More serious behaviour may include: bullying, truancy, rudeness to staff, swearing, fighting, damage to Academy property, racist/sexist/homophobic language, and poor behaviour off-site whilst wearing Academy uniform. This list is not exhaustive and more serious consequences are subject to the decision of Family Leaders, Faculty Heads and Senior Leaders.

## Restorative Justice

Restorative justice enables a wider view of Academy discipline. For restorative justice we think beyond students breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practice of restorative justice is a way to help students understand and discuss those harms. Through meetings students learn how to repair them. The aim is to lead to transformational changes in students' lives as well as their schools and communities.

Examples of restorative justice may include: a meeting between a student and a teacher they have been rude to or staff supervising a discussion between students who have had a falling out.

### ***Restorative Justice asks the following set of questions:***

1. Who was harmed?
2. What are the needs and responsibilities of all affected?
3. How do all affected parties together address needs and repair harm?

Restorative Justice emphasises restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening Academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of Restorative Justice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

## **'Pay-slips'**

Each week your child will receive a 'pay-slip'. This links to careers education and understanding that our actions always result in a consequence – either positive or negative.

- Each student begins the week with an imaginary £35.
- Each merit they receive that week is worth an additional £1.
- However, absence, lateness and demerits result in a loss of 'earnings'.
- The students finish the week with a net total, hopefully well in excess of £35.
- Each week is a fresh start, giving every student the opportunity to re-set and beat their total of the previous week.
- Rewards trips and privileges are linked to students' pay slips over a given period of time.

## Daily Routines

Students follow a clearly defined set of routines each day – aimed at ensuring they are safe, well prepared and able to focus on their learning free from distractions.

### Check-In

- Students can enter the Academy from 7.45am each morning.
- Year 10 and Year 11 students check-in at the Internet Café each morning. There they will hand mobile phones in (see next paragraph) and be checked for readiness to learn (uniform, Record Book and pencil case).
- Years 7, 8 and 9 students assemble in the playground at 8.20am. There they will line up in alphabetical order and their mentor will collect in phones and check equipment. Daily announcements will be given by their Family Leader and/or Senior Leader. They will then walk quietly to their mentor room with mentors.
- Check-In is quick and ensures that students begin each day positively. Any equipment and uniform issues are dealt with immediately.

### Mobile Phones and smart watches

- Mobile phones and smart watches are banned from the Academy site.
- We acknowledge that many parents want their children to have phones for the journey to and from school each day.
- However, we know that phones are a major disruption to learning. There are other safeguarding reasons behind the decision to ban them – many bullying issues revolve around social media and the negative aspect of phones. We are also well aware that, in many schools, phones can be used to invite negative influences to the gate and thereby risk the safety of students and staff. There is also the obvious risk of damage, loss or theft of phones.
- The rule is simple and clear for all to follow.
  - Students have the opportunity to hand their phones in for safe-keeping at check-in. Phones are stored in named plastic envelopes and placed in mentor boxes.
  - These boxes are then kept securely in an area covered by CCTV.
  - Phones are returned to students at the end of the Academy day.
  - Any phone seen or heard at **any point** in the Academy day will be confiscated. From the moment students walk through the black gate (Years 7-9) or Internet Café doors (Years 10 & 11) the rule applies. Please note this also applies to after-school clubs and after 3.00pm anywhere in the Academy building.





## Behaviour for Learning Policy

- Any phone confiscated will be kept by the Academy for a period of four weeks, hopefully acting as a real deterrent and eliminating disruptions to learning. SIM cards will not be returned within the confiscation period.
- Confiscation is the Academy exercising its right to do so as circumscribed by 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”
- Rule also applies to smart watches with internet connectivity.
- Parents needing to contact their child should leave a message with the receptionist.

***Please note the Academy will not spend valuable learning time investigating any loss or theft of a phone. Students have the opportunity to store their device safely in school – any choosing not to check phones in do so at their own risk.***

## Year 7 and 8 line-ups

- Year 7 and 8 students also line up briefly after break and lunch to ensure that all are ready to learn.
- Uniform and equipment are checked.
- Their teacher accompanies them to lessons where they are expected to begin work immediately on arrival.

## Check-Out

- All students gather with their Family Groups at 2.50pm each day for check-out.
- Record Books are checked and any student with a detention is escorted to the detention venue.
- Mobile phones are returned to students.
- Final messages are relayed before students are dismissed in an orderly fashion.
- Students in detention receive their phones once the detention has been completed.

## Uniform, make-up, hair and jewellery

- Students are expected to take pride in their appearance and the Academy uniform.
- A uniform ensures that all students can be identified as belonging to the Oasis family and is in many ways a cheaper way of dressing, removing some of the inequalities often seen when students can wear their own clothes.
- All parents receive a uniform list when their child joins the Academy. To recap:
  - Please ensure all uniform is marked with your child’s name.
  - Black blazer with Academy badge.
  - White shirt.
  - Tie (Green for Years 7/8, Blue for Years 9/10 and Black for Year 11).
  - Year 11 prefects wear a silver tie.

- Black polishable shoes. No trainers, boots or canvas style shoes permitted.
- Dark socks.
- Black trousers or skirt.
- Hairbands should be black or dark blue
- The only permitted jewellery is a wrist watch (no smart watches). No rings, bracelets, chains or ear-rings are allowed.
- Hair should be presentable and safe. Hair bands should be black, blue or green. Hair dye and coloured streaks are prohibited. Hair must not be shaved below a 2 grade. Tracks, tramlines, designs, Mohawks and steps are not allowed. Please ensure that tracks or lines are not shaved into eyebrows.
- No make-up or false nails and nail varnish.

## **Roles and responsibilities**

### ***The National Directors***

The Monitoring and Standards Team (MST) evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director.

### ***The Regional Director – Mrs Lee***

The Regional Director is responsible for monitoring the effectiveness of each Academy's behaviour protocol and holding the Principal to account for its implementation

### ***The Principal – Ms Green***

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### ***The Behaviour Lead – Mr Pelling***

The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on Behaviour Support Plans. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

### ***Family Leaders***

Family Leaders hold responsibility for the behaviour and attendance of students in their Family. They and the mentor are the first port of call for parents. They work alongside the Behaviour Lead to focus on the behaviour and personal development of the students in the Academy.

### **Teaching Staff and mentors**

Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of key unacceptable behaviours and the rules
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and reporting behaviour incidents.

### **Parents**

Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and Academy is vital for the promotion of an effective behaviour protocol. Parents will be notified when an aspect of the Academy's behaviour protocol changes and they will have the opportunity to feed back.

Parents are expected to:

- Support their child in adhering to the Home/School agreement and student code of conduct
- Attend parents' evenings and information evenings
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the mentor or Family Leader promptly

### **Students**

Students should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

## **Lever 4: Behaviour Training and Professional Development**

### **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.

### **Staff**

To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.

Consistent and fair application of all Academy behaviour systems.

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/pay-slip
- Impactful parent meetings
- Multi-agency meetings
- Managing grief
- Managing self-harm
- Preventing and dealing with bullying
- Sexual orientation, gender identity LGBTQ empowerment

### **Discipline in our Academies – teachers’ powers**

- 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 Principal says otherwise) with responsibility for students, such as Learning Support Assistants (LSAs).
- 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.

- 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

## **Absconding – leaving without permission**

We 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 ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and parents
- 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

If a student absconds the following will happen:

- Informing the Family Leader and member of the Leadership Team immediately
- Informing the parent/carer
- Not putting other students at risk
- Attempting to locate the student, as far as is possible
- Strategies for diffusing and de-escalation and attempting to return the student to the Academy
- Informing the police – if the student cannot be found and following discussions with parent
- Follow up meeting with the student and their parents
- Consequence issued

## **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 will always be considered by leaders.



## **Exclusions**

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school. See OCL Exclusions policy on website for further information.